



Making
READING
FIRST
in
MICHIGAN

MAKING READING FIRST IN MICHIGAN

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Reading is a child's passport to the future, a passport out of ignorance and poverty into social and economic advancement; yet, in Michigan and throughout the nation, too many students, especially those in chronically low-performing schools, remain unable to read independently by the end of third grade. Third grade is pivotal in that if a child is unable to read well by then, they are likely to be impeded in their ability to comprehend (analyze, evaluate, reflect) and thereby profit from the learning ahead. In a technological society, the demand for higher literacy is substantially increasing. As a nation, we must rise to the higher standard and educate our children so they can participate well in society.

Michigan's Reading First plan, *Making Reading First in Michigan*, is designed to ensure that all children learn to read well by the end of third grade. This plan will implement high quality research-based reading programs; reliable and valid assessment tools to effectively screen and monitor reading progress and diagnose reading difficulties; high quality professional development to ensure K-3 teachers and K-12 special education teachers have the skills necessary to teach effectively; and strengthened school leadership and infrastructure to focus, coordinate, and sustain efforts resulting in literacy achievement.

Findings from Prevention of Reading Difficulties in Young Children indicate that good instruction transcends characterization of children's vulnerability for failure; the same good early literacy environment and patterns of effective instruction are required for children who might fail for different reasons. Effective teachers are able to craft a special mix of instructional ingredients for every child they work with, yet there is a common menu of materials, strategies, and environments from which effective teachers make choices. It is in these findings that Michigan sets forth in *Making Reading First in Michigan* to accomplish all children reading on or above grade level.

HOW IS MICHIGAN FAIRING?

WHO ARE MICHIGAN'S CHILDREN AND HOW ARE THEY FARING?

Michigan has 3,800 public schools and public school academies that serve 1.7 million students enrolled in kindergarten through twelfth grades. Of those schools, 2,214 serve 532,681 children in grades kindergarten through third grade. Many of these children are making good progress in their literacy development, but we still have far too many children performing in the lowest category of Michigan's state assessment for reading. Thus far, Michigan has not been able to upwardly move the number of students in the lowest category.

PERFORMANCE IN GENERAL

The Michigan Educational Assessment Program (MEAP) Reading scores provide a picture of overall performance. The MEAP Reading test requires students to read two authentic, intact selections. One selection is narrative, the other is informational often drawn from a science or social studies textbook. Students answer two types of questions specific to each selection. The first question type is constructing meaning questions composed of intersentence, text, and beyond text items. The second question type is knowledge about reading questions which measure the student's understanding of applying reading strategies such as skimming, summarizing, and re-reading; identifying author's purpose; and identifying text structure and literacy devices. The reading items for grades four and seven are multiple-choice. A score of 300 or greater on the constructing meaning items are used to determine satisfactory, moderate, or low performance. Satisfactory performance is achieved when the student achieves 300 or greater on both the narrative and expository passages. Moderate performance is determined by a scaled score of 300 or greater on either the narrative or the informational passage. Low performance is less than 300 on both the narrative and informational constructing meaning questions.

The MEAP reading test scores over the past several years indicates few changes in fourth grade students' performance. In Table 1, seventeen percent (17%) of Michigan's fourth graders are performing in the lowest category and that number hasn't changed in four years. Likewise, the percentage of students performing at the moderate level and satisfactory level in reading at the fourth grade has not changed significantly over the past four years. Thus, in identifying schools for Reading First eligibility, the information from the MEAP performance has been employed to identify districts that have a significant number and/or percentage of children scoring in the low category of the MEAP Reading test.

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Table 1

MEAP 4th Grade Reading Performance - Statewide

Year	Percent Satisfactory	Percent Moderate	Percent Low	Number Included	Number Tested
2001	60.4	22.6	17.0	120,843	127,663
2000	58.2	23.8	18.1	122,429	NA
1999	59.4	25.5	15.1	117,809	NA
1998	58.6	26.0	15.4	113,672	NA
1989	35.8	33.1	31.0	112,940	NA

PERFORMANCE BY RACE

When the MEAP scores are disaggregated by race, a different pattern emerges in student reading achievement. (Table 2)

Table 2

MEAP 4TH Grade Reading Performance by Race (figures represent percent)

RACE	2000-2001			1999-2000			1998-1999		
	Satisfactory	Moderate	Low	Satisfactory	Moderate	Low	Satisfactory	Moderate	Low
American Indian/Alaskan Native	54.6	25.0	20.4	47.5	28.4	24.1	50.9	27.8	21.3
Asian/Pacific Islander	69.6	17.9	12.5	68.1	18.4	13.6	64.4	22.1	13.5
Black, Not Hispanic Origin	40.1	28.6	31.3	38.8	24.8	36.4	36.4	33.4	30.2
Hispanic	42.7	28.8	28.4	41.1	27.9	31.0	42.4	31.4	26.2
White, Not Hispanic Origin	62.5	20.4	12.1	62.8	23.4	13.8	66.0	23.4	10.7
Multiracial	58.4	25.0	16.6	54.5	27.0	18.6	57.2	27.8	15.1
All	60.4	22.6	17.0	58.2	23.8	18.1	59.4	25.5	15.1

The performance gap in reading is greatest for Black, not of Hispanic origin; Hispanics; American Indian/Alaskan Native; and Multiracial; with Black and Hispanic students achieving a full twenty percent less than White and Asian students. This pattern is similarly born out by data across the country. *The National Assessment of Educational Progress (NAEP) fourth grade reading 2000 Executive Summary* (Appendix A) indicates that White and Asian/Pacific Islander students outperformed their Black, Hispanic, and American Indian peers. Furthermore, the percentages of White and Asian/Pacific Islander students at or above the Proficient level exceeded that of other racial/ethnic groups.

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PERFORMANCE BY LANGUAGE

Michigan is a diverse state comprised of many cultures and ethnicities. The Report on English Language Learners in Michigan (located in Appendix B) synthesized information about the diverse languages in Michigan. Among the findings, the report identified the top ten languages spoken by Michigan's Limited English Proficient (LEP) students during the 1999-2000 school year to be:

<u>LANGUAGE</u>	<u># of STUDENTS</u>
Spanish	19,046
Arabic	9,619
Chaldean	2,461
Hmong	1,690
Albanian	1,184
Serbo-Croatian	1,116
Chinese Mandarin	866
Vietnamese	787
Bengali	783
Japanese	778
<u>Other languages</u>	<u>6,141</u>
Total	44,471

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The number of students identified as LEP by grade and grade range in Michigan's public schools for the 1999-2000 and 2000-2001 school years are identified in Table 3.

Table 3

LIMITED ENGLISH PROFICIENT STUDENTS BY GRADE AND GRADE RANGE NUMBER AND PERCENT OF 1999-2000 & 2000-2001 MICHIGAN PUBLIC SCHOOLS

SCHOOL YEAR	GRADE				GRADE					GRADE				TOTAL	% MI
	K	1	2	3	4	5	6	7	8	9	10	11	12	LEP	K-12 PUB.
1999-2000	5,311	5,403	4,989	4,298	3,987	3,524	3,094	2,980	2,618	3,121	2,208	1,620	1,318	44,471	2.6%
Grade Range	Grades K - 3 = 20,001 (45%)				Grades 4 - 8 = 16,203 (36%)					Grades 9 - 12 = 8,267 (19%)					
2000-2001	5,545	5,929	5,586	4,308	4,078	3,943	3,192	3,162	2,904	3,137	2,396	1,725	1,347	47,252	2.8%
Grade Range	Grades K - 3 = 21,368 (45%)				Grades 4 - 8 = 17,279 (37%)					Grades 9 - 12 = 8,605 (18%)					

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An interesting pattern emerges with 45 percent of the LEP students in grades K-3, 36 percent in grades 4-8 and about nineteen percent in grades 9-12. In other words, there are more children at the primary grades than at any other grade. This places a greater demand on schools to provide language acquisition programs at the primary level when crucial language acquisition skills are developing. The landmark study, Preventing Reading Difficulties in Young Children, states “hurrying young non-English-speaking children in to reading in English without ensuring adequate preparation is counterproductive.” (Snow, Burns, Griffin) The report recommends the following:

- 1) If language-minority children arrive at school with no proficiency in English but speaking a language for which there are instructional guides, learning materials, and locally available proficient teachers, these children should be taught how to read in their native language while acquiring oral proficiency in English and subsequently taught to extend their skills to reading in English.
- 2) If language-minority children arrive at school with no proficiency in English but speak a language for which the above conditions cannot be met and for which there are insufficient numbers of children to justify the development of the local capacity to meet such conditions, the initial instructional priority should be developing the children’s oral proficiency in English. Although print materials may be used to support the development of English phonology, vocabulary, and syntax, the postponement of formal reading instruction is appropriate until an adequate level of oral proficiency in English has been achieved.

Until 2002, Michigan required students who have been in the country two years or more to take the MEAP test. For schools with significant immigrant numbers and a variety of languages, the MEAP has proven to be a challenging reading test, particularly for students where English language acquisition is at an early level as displayed in Table 4.

Table 4

**1999-2000 Grades 4 and 7 MEAP State Reading Results
Comparing Performance of Limited English Proficient Students to Non-Limited
English Proficient Students**

Performance Level	4 th Grade		7 th Grade	
	Non- LEP	LEP	Non- LEP	LEP
Satisfactory	59.6%	31.6%	53.2%	19.0%
Moderate	25.4%	32.5%	26.6%	25.5%
Low	15.0%	35.9%	20.3%	55.6%

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We find there is great overlap between the location of the bilingual programs and the geographic regions of the Reading First eligible Local Education Agencies (LEAs) in Michigan. The eligible LEAs who pursue the Reading First grant are encouraged to evaluate the programs they are presently offering to assist students in learning the English language and analyze how those students perform on the MEAP in relationship to their English language development. Many of the recommendations from Preventing Reading Difficulties in Young Children can be carried forth at the Reading First schools by systematically employing the resources of Reading First.

PERFORMANCE BY GENDER:

In rounding out the picture of how Michigan's students are faring, we examine reading scores on the fourth grade Michigan Educational Assessment Program (MEAP) test disaggregated by gender. Through this process, we find that male and female achievement scores are relatively the same as demonstrated by the data in Table 5. Gender, in Michigan, doesn't appear to be an issue in that males and females do equally well and equally poorly on the state's reading assessment.

Table 5 **MEAP Reading Performance by Gender**

(Figures represent percent)

	2000-2001		1999-2000		1998-1999	
	Male	Female	Male	Female	Male	Female
Satisfactory	61.9	59.0	57.9	58.9	57.9	61.0
Moderate	20.2	25.0	22.5	24.6	24.7	26.2
Low	17.9	16.0	19.6	16.5	17.4	12.8

Through the lenses of gender, race, and language, we see a more complete picture of how Michigan's children are faring. This more detailed picture provides a means for determining the actions necessary that result in all students becoming literate. Through *Making Reading First in Michigan*, a vision, plan of action, and implementation of resources will impact the picture portrayed by these statistics and result in more students reading on grade level.

WHO ARE MICHIGAN’S EDUCATORS AND HOW ARE THEY FARING?

Michigan is one of the top three teacher education states in the nation. There are approximately 24,320 certified K-3 teachers in public schools and academies and approximately 2,250 building administrators in Michigan (Table 6). Certification to teach in Michigan’s elementary schools requires fulfilling undergraduate work including six credit hours of reading instruction, field experience, and passing an Elementary Teacher Certification test. However, the content of the **teacher preparation courses** across Michigan’s 32 teacher preparation programs is uneven in regard to scientifically based reading research. Through *Making Reading First in Michigan*, the teacher preparation institutions in Michigan will participate in the review of the teacher preparation programs for teaching reading and systematically include in teacher preparation courses training regarding scientifically based reading research instructional programs, materials, methods, essential components of reading that are results based, reading assessments for screening, monitoring progress, and diagnosis of reading difficulties

While research confirms teacher preparation is fundamental in order to prevent reading difficulties among young children, the priority given to literacy development for Michigan’s teacher continuing education varies from district to district. Utilizing the information from the Reading First subgrant application Michigan will identify next steps necessary and provide high quality and sustained professional development that enhances teacher knowledge and instructional practice.

Table 6

Current Educator Demographics

Grade Level	Number of Teachers
Kindergarten	3,494
1 – 3	20,826
Total	24,320
Building Administrators	2,250 (estimated)

For educators, particularly in low performing schools, issues of teacher knowledge, too few resources or resources that are not aligned, lack of coordinated instructional and assessment plans, and/or lack of continuity in administrative leadership are pervasive. *Making Reading First in Michigan* will implement quality reading programs; enhance teacher knowledge through focused professional development; utilize results-based instructional and assessment tools based on the best scientific reading research available, and strengthen school leadership to maintain focus and stability on results-based literacy instruction.

IMPROVING READING INSTRUCTION

WHAT INITIATIVES ARE CURRENTLY IN PLACE IN MICHIGAN TO IMPROVE K-3 READING ACHIEVEMENT?

Michigan has a long-standing commitment to improving students' literacy achievement. In the 1980's Michigan led the nation with the "New Definition of Reading."

This definition was the foundation for professional development and the development of the MEAP Reading test in the early 1990's. Michigan's English Language Arts Standards and Benchmarks were developed in the mid-1990's, and more recently a project called MI CLIMB (Clarifying Language in Michigan's Benchmarks) has provided clarification of those curriculum benchmarks to assist teachers' understanding and usage of the curriculum.

Education YES!

Michigan's new school accreditation program, *Education YES!*, sets a standard that "All Michigan elementary and middle school children will read independently and use mathematics to solve problems at grade level." This standard is measured primarily by students' performance on the MEAP mathematics and reading assessments; however, LEAs are encouraged to use multiple assessments to determine student progress. This accreditation program will help schools to focus their efforts on meeting that standard through a variety of significant elements including parent involvement and professional development of teachers. Coupling *Education YES!* and *Making Reading First in Michigan* provides a systematic effort to improve literacy instruction so that all students are reading on grade level. Through vision, leadership, professional development, scientifically based research programs, assessments, and monitoring, Michigan can improve students' literacy progress. Technical assistance through professional development, mentoring, and leadership to support teachers and principals in implementing the components and achieving the goals of this plan will be further addressed in this application.

Michigan State Board of Education's Goals for Special Education

Many students are referred to special education in later elementary because of reading difficulties. National studies indicate that many of the referrals to special education can be reduced if appropriate reading instruction is provided in the primary grades. The Michigan State Board of Education has established goals for special education to reduce referrals to special education due to academic failure.

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Michigan State Board of Education Strategic Goal and Initiatives

The State Board of Education has adopted the strategic goal, “Attain substantial and meaningful improvement in academic achievement for all students, with primary emphasis on chronically underperforming schools.” Five strategic initiatives have been established to achieve the goal. They are:

- Ensuring Excellent Educators;
- Elevating Educational Leadership;
- Embracing the Information Age
- Ensuring Early Childhood Literacy; and
- Integrating Communities and Schools.

These five goals are integral to *Making Reading First in Michigan*.

MI CLiMB

In Michigan’s endeavor to increase reading achievement in all of Michigan’s schools, the State Education Agency and Local Education Agencies have worked tenaciously to align standards, benchmarks, instruction, and assessment focused on reading and literacy. A new project, MI CLiMB, is a promising venture that will assist classroom teachers in standards based instruction and assessment. This program was launched in spring, 2002.

Michigan’s Reading Plan

In 1998, Governor John Engler unveiled Michigan’s Reading Plan. This plan launched an unprecedented focus on early childhood by establishing child development kits known as READY (Read, Educate, and Develop Youth), literacy assessments, a sequenced literacy monitoring progress system, and a summer school program to provide extended literacy learning opportunities.

Teacher Preparation

Michigan requires students pursuing teacher educator programs and paraprofessionals to pass the Basic Skills Test. Students who have completed all required teacher preparation courses and student teaching are required to take the Michigan Test of Teacher Certification (MTTC). The MTTC must be passed by the aspiring teacher to be certified into the profession. The thirty-six teacher preparation institutions in Michigan all participate in a periodic review of teacher preparation programs including a review of the teacher standards established by the Michigan Department of Education Office of Professional Preparation. Through these initiatives, Michigan has paved the way for literacy teacher preparation.

Table 7 provides a quick overview of Michigan’s literacy initiatives in recent years that closely relate to the intent of the goals of *Making Reading First in Michigan*. The initiatives have been grouped by categories identified as Early Childhood and Family Literacy, School Program, State Leadership, and Teacher Development. A more complete description of these programs and federal initiatives, carried forth in Michigan that pertain to literacy, is included in Appendix C.

Table 7 **MICHIGAN’S LITERACY INITIATIVES**

EARLY CHILDHOOD AND FAMILY LITERACY

All Students Achieve Program – Parents In Education

- * Michigan’s legislatively funded, community-based grant to serve the parents of all children, birth to five years of age within funded intermediate school district

Family FUNDamentals for Literacy

- * Research-based home activities for parents and early elementary students that reinforce specific areas of literacy development

MI Even Start Family Literacy

- * Parent/child interactive literacy activities
- * Programs to prepare children for success in school and life experiences
- * Parent training as their child’s primary teacher and partners in their child’s education
- * Parent literacy training

MI School Readiness Program

- * Nationally acclaimed part and full day prekindergarten services for children the year before they are age-eligible for school
- * Some full-day, full-year services provided

PLaY (Playful Literacy and You)

- * A training program for caregivers of children from birth through kindergarten ages to promote literacy learning in early childhood settings

SCHOOL PROGRAM

All Students Achieve Program –Literacy Achievement Program (ASAP-LAP)

- * Resources and programs for prekindergarten through grade 4 students at risk of reading failure. (funding discontinued after year 2002)

All Students Achieve Program – Summer School Program (ASAP-SSP)

- * A model extended summer school for students in entering grades 1–4 who are not meeting standards in reading or mathematics (funding discontinued for 2002)

At Risk

- * Supplementary instructional and pupil support services for pupils who meet at risk criteria including low achievement on MEAP In mathematics, reading or science; failure to meet core academic curricular objectives in English language arts, or mathematics; or the presence of two or more identified at risk factors

Read, Educate and Develop Youth (READY)

- * A national award winning program designed to increase parent awareness that children’s early years are learning years, and to provide engaging materials and learning activities to prepare children for entering school

STATE LEADERSHIP

Michigan Curriculum Framework

- * Ensuring high standards and benchmarks for English language arts

Education YES!

- * Michigan’s new school accreditation system based on instructional quality, engagement of students in learning, and learning opportunities

Goals 2000 MI CLiMB (Clarifying Language in Michigan’s Benchmarks)

- * A new addition to Michigan’s curriculum documents to provide instructional and assessment examples aligned to the *Michigan Curriculum Framework*

Michigan Educational Assessment Program (MEAP)

- * Michigan’s state assessment of students knowledge in core areas aligned with Michigan’s standards and benchmarks

Partnership for Success

- * On-site building level assistance to persistently low performing schools

Reading Plan for Michigan

- * Preschool through grade 3 literacy plan to impact literacy development and achievement

Regional Literacy Training Centers

- * Eight centers geographically distributed around Michigan to provide training programs for teachers in reading instruction and assessment

Sustained Learning

- * Goals 2000 money utilized to establish technology information centers to assist with communication structures including teleconferences

TEACHER DEVELOPMENT

Institutions of Higher Education Teacher Education

- * 32 Michigan institutions that provide teacher education programs reviewed by Michigan Department of Education Office of Professional Preparation

Michigan Department of Education Office of Professional Preparation

- * Teacher Standards
- * Basic Skills Test
- * Michigan Test of Teacher Certification
- * Reading Forums for institutions of higher education teacher preparation programs

WHAT GAPS EXIST IN THE INITIATIVES, PARTICULARLY IN THEIR RELATIONSHIP TO SCIENTIFICALLY BASED READING RESEARCH?

Access to Reading Materials

Children's access to reading materials in schools is uneven in Michigan, particularly in areas of poverty there is a noticeable absence of engaging reading materials readily accessible to school children. The Library of Michigan has recently surveyed schools across Michigan regarding school library availability, staff, usage, technology, collections, and expenditures. The results of the survey will be compiled during the summer of 2002.

Administrative Leadership

Administrative leaders at the school level, particularly in the lowest-performing schools, are often reassigned to other buildings resulting in redirection of the school. Furthermore, building administrators may lack depth of knowledge about reading instruction. The low performance of schools is further exacerbated by very difficult conditions including dwindling enrollments, transient populations, declining school facilities, and lack of family focus on literacy and education.

Coordination of Programs

Programs and efforts at the school, district, and state level are not always coordinated to achieve efficient and effective acceleration of reading performance. Without coordination of efforts, resources may not be used effectively or efficiently. Furthermore, it is difficult to ascertain what programs are effective and for whom.

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LEA's Local Efforts

We currently know very little about the Local Educational Agency's (LEAs) initiatives pertaining to literacy. As part of the Reading First application, the eligible LEAs are asked to discuss their current initiatives in programs and services that impact literacy.

Children's Preparedness for School

In reviewing Michigan's recent initiatives, we find that a significant emphasis has been on early childhood efforts such as Michigan's School Readiness Program, Even Start Family Literacy programs, and the Reading Plan for Michigan. These programs have had a positive impact on students, yet, despite these initiatives, not all children are being served. Nearly 40 percent of the children who qualify, but are not served by the existing programs, arrive at schools' doorsteps unprepared for school.

Reading Programs, Materials, and Assessments

Reading programs and assessments currently in use may not be providing instruction in the essential components of reading or providing a systematic means for screening and monitoring students' literacy progress or diagnosing students who are not making good progress with literacy. The *Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis* provides a tool to assist schools with reviewing and assessing the comprehensiveness of reading programs in the primary grades.

Teacher Knowledge

Teacher knowledge of the essential components of reading instruction and assessment may be uneven in Michigan. Currently the five elements of reading are not clearly articulated in all literacy teacher training at the preservice or inservice level or in the teacher preparation standards. Michigan does not mandate the English language arts curriculum or professional development program at the local level, thereby, each Local Education Agency (LEA) professional development endeavors can be quite varied in regard to content, outcome, and quality.

Teacher-Student Ratios

Class size varies across Michigan. Research conducted by Oakes, 1987; Wheelock, 1992 suggests that less-advantaged students end up in the largest classes, with the least-experienced teachers and the least-engaging curriculum and instructional strategies. The research of Elliot, 1998; Ferguson, 1991, Ferguson & Ladd, 1996; Wenglinsky, 1997 concluded that long-term exposure to small classes in the early grades can be associated with student achievement; that the extra gains that such exposure generates may be substantial. Small-class advantages appear for all types of students, but greater for impoverished students and African American students from inner-city schools. In the Reading First subgrant, applicants are to provide information about current teacher-student ratios and address how large class sizes will be reduced.

Making Reading First in Michigan will enhance Michigan's initiatives that have proven to be successful by implementing high quality research-based reading programs; high quality professional development to ensure K-3 teachers and special education teachers

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have the skills necessary to teach effectively; reliable and valid assessment tools to effectively screen and monitor reading progress and diagnose reading difficulties; and strengthen school leadership and infrastructure to focus and coordinate efforts, and maximize resources to achieve and sustain high quality reading instruction.

IMPROVING READING INSTRUCTION

The purpose of Reading First is to ensure that all of America's children learn to read well by the end of third grade. It has long been recognized that teaching young children to read is the most critical educational priority facing this country. This is an area where some of the best and most rigorous scientifically based research is available. The Reading First grants will help districts apply this research—and the proven instructional and assessment tools consistent with the research—to teach all children to read. By effectively teaching all children to read well by the end of third grade, we ensure that all students advance to later grades well prepared to achieve their full academic potential.

The Reading First grants will provide the necessary assistance to districts to establish research-based reading programs for students in kindergarten through third grade. Reading First funds will also be focused on providing professional development to ensure that all teachers, including special education teachers, have the skills they need to effectively implement these programs. Additionally, the grants provide assistance to districts in preparing classroom teachers to effectively monitor the reading progress of students, identify children who are at risk of reading failure, and provide instruction to meet the needs of students.

Quite simply, Reading First supports methods of early reading instruction in classrooms that are proven effective by scientifically based reading research. The grants provide assistance to districts in selecting effective instructional materials, programs, learning systems, and strategies to implement proven methods to teach reading. Reading First also provides assistance for the selection and administration of screening, diagnostic and classroom-based instructional reading assessments with proven validity and reliability, in order to measure where students are and monitor the progress that they make.

Reading First provides an opportunity for eligible districts to implement reading programs that help all students achieve reading mastery by the end of third grade. The grants, by design, specifically support districts to ensure teachers learn about scientifically based reading research, implement programs that are based on this research, and use rigorous assessments with proven validity and reliability that effectively screen and diagnose all students to better focus on their students' individual needs.

Reading First focuses directly on instruction in the ***regular classroom*** as the most important teaching venue for early readers. Reading First does not aim to remediate small sub-groups of children in pull-out programs, or to provide instruction in any setting outside the main classroom environment. Reading First seeks to embed the essential components of reading instruction into all elements of the primary, mainstream K-3 teaching structures of each eligible district.

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Scientifically based reading research has identified five essential components of reading instruction as phonemic awareness, systematic phonics, vocabulary development, oral reading fluency, and comprehension strategy instruction. This research demonstrates that children need to master skills in these five inter-related areas in order to become proficient, successful readers. Reading First focuses instructional methods and materials, assessments and professional development in these key areas. Programs funded under Reading First will have to demonstrate their ability to address these components in a comprehensive and effective manner.

GRANT PURPOSE

The purpose of Reading First is to ensure that all of America's children learn to read well by the end of third grade. The Reading First grant will provide the necessary assistance to local education agencies to:

- Establish scientifically research-based reading programs for students in kindergarten through third grade;
- Focus instructional methods and materials, assessments, and professional development on the five essential components of reading instruction: phonemic awareness, systematic phonics, vocabulary instruction, oral reading fluency, and reading comprehension instruction;
- Focus on providing professional development to ensure that all K-3 teachers, including K-12 special education teachers, have the skills they need to effectively teach these programs;
- Focus directly on instruction in the **regular classroom** as the most important teaching venue;
- Prepare classroom teachers to effectively monitor the reading progress of students, identify children who are at risk of reading failure, and provide appropriate instruction to meet the needs of students through the use of screening, diagnostic and classroom-based assessments;
- Support best practice in methods of early reading instruction in classrooms that are proven effective by scientifically based reading research; and
- Select effective instructional materials, programs, learning systems, and strategies to implement proven methods to teach reading.

WHAT IS MICHIGAN'S MANAGEMENT DESIGN?

Michigan proposes a management design that begins with the Reading Leadership Team who is charged to oversee. Table 8 provides a graphic representation of the various components of the Reading First proposal in Michigan. The following definitions offer a description of the role of various participants in the implementation of Michigan's Reading First design.

Reading Leadership Team

The Reading Leadership Team was established by Governor John Engler with the Superintendent of Public Instruction, Tom Watkins, to ensure successful implementation, oversight, and evaluation of *Making Reading First in Michigan* which guarantees all students reading at or above grade level by the end of third grade.

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Michigan Reading First Management Team

The Michigan Reading First Management Team is composed of persons who attended the Reading First Leadership Academy: plus the Directors of the Office of Special Education and the Office of Field Services. This team coordinates, monitors, and recommends adjustments to ensure successful implementation of *Making Reading First in Michigan*.

Reading First Facilitators

Reading First Facilitators are under special contract with Michigan Department of Education to serve as field supervisors for the successful implementation of *Making Reading First in Michigan*. Each Reading First Facilitator is responsible for professional development and support of five Reading First schools.

Reading First Literacy Coach

Reading First Literacy Coach is hired at the Reading First school building level. The Reading First Literacy Coach is responsible for professional development of K-3 classroom teachers and literacy paraeducators as well as K-12 special education teachers.

Reading First Building Literacy Team

The Reading First school building literacy team is composed of the building administrator, the Reading First Literacy Coach, and others as deemed necessary to oversee the successful implementation of *Making Reading First in Michigan* in the Reading First school building. This team will leverage resources, coordinate programs, ensure professional development of evidence based instructional strategies and assessment.

Administrators Leadership Academy

The Administrators Leadership Academy includes Reading First building principals and central office personnel involved in literacy including the language arts coordinator in on-going support to sustain literacy leadership and achieve the goals of *Making Reading First in Michigan*.

Reading First Principals Cohort

The Reading First Principals Cohort is composed of the building principals of the Reading First schools. They will meet regularly, initially once per month to discuss implementation, problem solve, and through collaboration, support the full implementation of the Reading First plan.

Regional Literacy Training Centers

The Regional Literacy Training Centers are geographically dispersed throughout Michigan to provide statewide professional development in literacy. By capitalizing on this existing infrastructure, Michigan will be able to carry forth the goals of *Making Reading First in Michigan* on a statewide level thereby impacting non-Reading First school as well as Reading First grant recipients.

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Regional Literacy Training Teams

The Regional Literacy Training Teams are designated by the Directors of the Regional Literacy Training Centers. The three team members from each RLTC will participate in the trainer of trainer's professional development model stipulated in *Making Reading First in Michigan*. Each RLTC will submit to the Michigan Reading First Management Team, a professional development plan specific to their region. The Michigan Reading First Management Team will carefully review the professional development plans before approving.

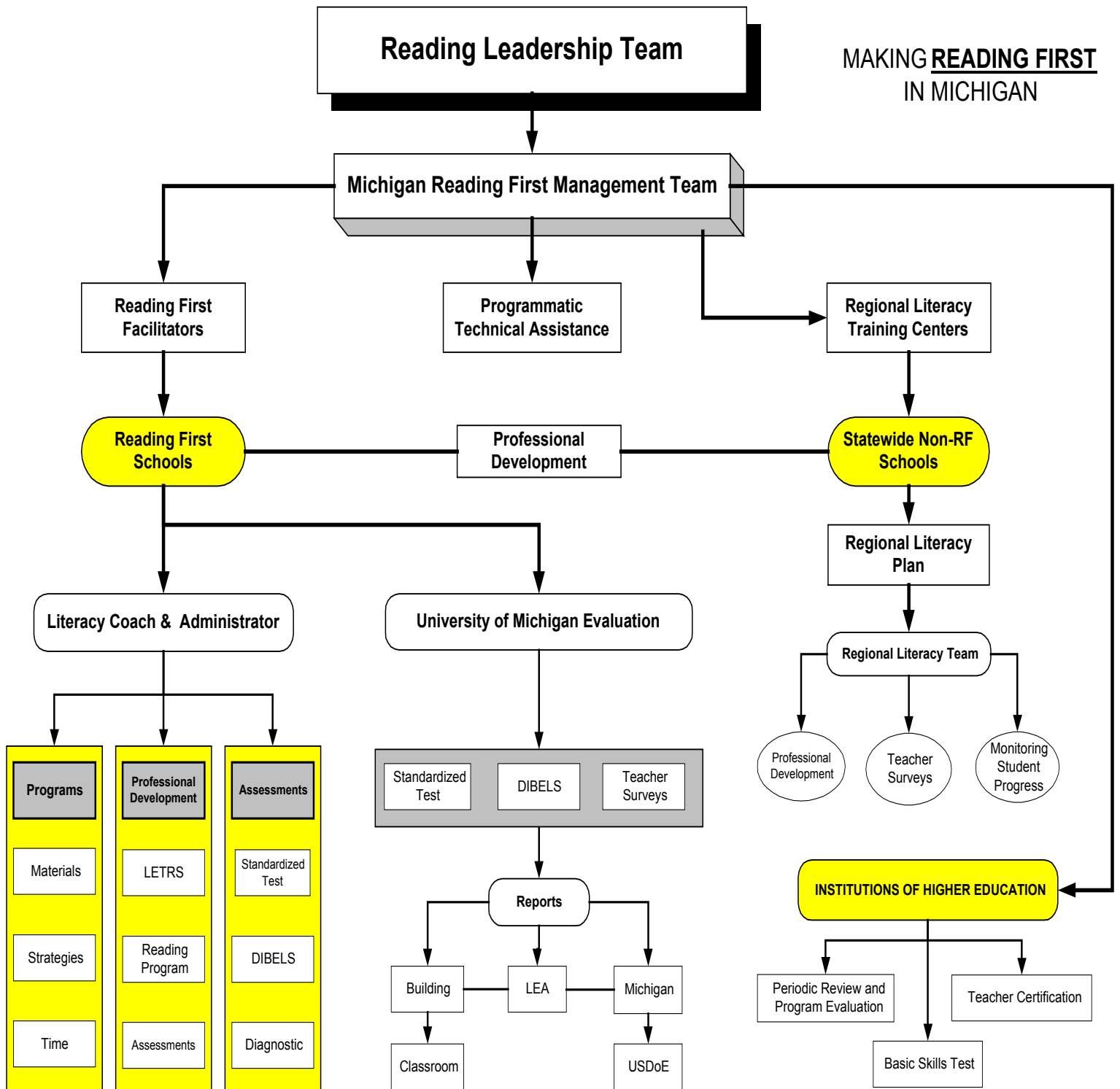
Institutions of Higher Education

In Michigan, there are 32 institutions of higher education that have teacher preparation programs. Each institution will be involved in its program review based on the Michigan teacher standards developed by the Michigan Department of Education Office of Professional Preparation. Representatives of Michigan's institutions of higher education will meet with Michigan Department of Education Reading First and Office of Professional Preparation staff to review teacher standards, teacher preparation courses, teacher certification test, basic skills test, and the process for periodic program review to infuse the principles of scientifically based reading research.

University of Michigan Institute for Social Research –

The University of Michigan School of Education Institute for Social Research will be the external evaluator of *Making Reading First in Michigan*. Through teacher surveys, analysis of standardized and classroom based assessments, the evaluation of change in teacher knowledge and student achievement will be rigorously examined and reported to the Michigan Reading First Management Team.

Table 8



WHAT IS MICHIGAN'S DESIGN FOR THE SIX-YEAR FUNDING PERIOD?

Michigan proposes dividing the six-year funding period into two, three-year phases as shown in Table 8. Eligible local education agencies (local districts and public school academies), hereafter referred to as LEAs, were notified in May 2002 that they may submit applications on behalf of the eligible school buildings in their districts. In **Phase 1** (Summer 2002 to Summer 2005), Michigan will accept applications for grants from eligible LEAs in the summer of 2002. Only those LEAs whose Reading First plans are sufficiently developed so that they can readily be implemented in the 2002-2003 school year will be approved and receive their funds after July 1, 2002. Readiness for implementation includes adoption of a program and instructional materials having a 2002 or later copyright that are founded on scientifically based reading research and demonstrate a comprehensive, well orchestrated, and explicit instructional management of the essential components of reading; a plan that clearly delineates time for teachers to participate in professional development including LETRS training described on page 36 of this application and grade level meetings; adoption of Iowa Test of Basic Skills, DIBELS described on page 29 as a classroom based assessment and necessary diagnostic assessments; and securing of a Reading First Literacy Coach. These elements are further delineated in this application and in the subgrant application.

The first group of LEAs to be awarded Reading First funds will be known as **Cohort 1**. LEAs whose plans are promising but need additional work will have their applications returned with reviewer comments and encouraged to reapply for the January 2003 application date. Other eligible LEAs who are unable to put together an application for the first round will also be permitted to submit their application in January, 2003. LEAs that have approved applications in winter, 2003 will be designated as **Cohort 2** and receive funds to start implementing their Reading First plans in the spring of 2003. The **Cohort 2** eligible schools are based on the identified LEAs listed on page 56.

Table 9 **PROPOSED SIX YEAR DESIGN**

Phase	School Year	Reading First School Buildings	Number of RF School Buildings ^{[GG1][GG2]}
Phase 1	2002-2003	Cohort 1	50 ^[GG3]
	2003-2004	Cohorts 1 & 2	50 + 25 = 75
	2004-2005	Cohorts 1 & 2	75

* * * * * MID-POINT PROGRESS REPORT * * * * *

All eligible Reading First LEAs invited to apply for **Phase 2**

Phase 2	2005-2006	Cohort 3	50 + 50 = 100
	2006-2007	Cohort 3	100
	2007-2008	Cohort 3	100

In **Phase 1**, LEA school buildings awarded grants will be encouraged to start their programs in the fall of 2002. These school buildings will have three years to build successful, sustainable Reading First programs. In January, 2003, a second application round will be reviewed with the same review criteria established for **Phase 1**. Qualified applications from the winter, 2003 review will be able to draw down RF funds in late winter and spring, 2003 to review materials, secure a Reading First Literacy Coach and

plan professional development. The school buildings that start in the fall of 2003 will have two years to build such programs.

In the fall of 2004, the Michigan Reading First Management Team will make [GG4]recommendations to the Reading Leadership Team of new eligible LEAs for **Phase 2** based on state and federal eligibility criteria. [GG5]Eligible LEAs will be invited to submit subgrant applications for RF funds in the winter of 2005. LEA's funded in **Phase 1** who are still eligible may reapply for funding in **Phase 2**. LEAs whose RF plans meet all criteria and receive the highest[GG6] scores will be recommended for funding [GG7]for **Phase 2** (2005-2008) and will be continued only if they successfully meet the evaluation criteria presented on page 21. The school buildings awarded Reading First monies for **Phase 2** will constitute **Cohort 3**.

This design for Michigan's Reading First plan has several noteworthy features. (1) By breaking the 6-year funding period into two phases. Reading First school building reading programs will be more widely disseminated than if eligible schools were given full funding for a 5- or 6-year period. On the other hand, it is realized that at least two years are needed to ensure that RF plans are well-established in schools that have large percentages of children underachieving in reading. (2) In **Phase 1**, students' reading achievement, particularly of those students most in need of improvement in reading, will be closely monitored. A Mid-Point Progress Report for **Phase 1** grantees (**Cohorts 1 and 2**) at the end of year three (2004-2005) will be used to identify the Reading First school buildings that have made significant gains in reading from 2003 to 2005. This information will be used by the Reading Leadership Team to identify those school buildings whose Reading First practices are well established and whose school leadership and parental support give promise of continued success in reading instruction. **Phase 1** schools that make good progress in reading achievement will be designated as model schools. Table 9 provides a description of the funding over the six years. (3) This design allows for comparison of the progress made by the three cohorts that receive funding. In this way, Michigan can assess the relationship between years of funding, Reading First support and reading achievement among Reading First school buildings.

(4) Longitudinal Studies. We propose to evaluate the progress of the children who are members of Reading First classrooms for as long as the children attend the Reading First elementary school through fifth grade. This design allows us to examine the reading achievement of Reading First children not only at the end of a given year but also across years. For the older students, as Table 10 illustrates, we propose to include assessments of their reading achievement at the end of grade 4 and grade 5 as part of our year-end evaluation plan. RF students' performance on the MEAP English Language Arts assessment in the RF schools will also be monitored in grades 4 and 7 as part of the ongoing longitudinal evaluation.

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Table 10

Phase 1—Cohort 1

Year	RF class				Follow-up	
1	K	1	2	3		
2	K	1	2	3		
3	K	1	2	3	4	5
4	K	1	2	3	4	5
5	K	1	2	3	4	5
6	K	1	2	3	4	5

Phase 1—Cohort 2

Year	RF class				Follow-up	
1	K	1	2	3		
2	K	1	2	3		
3	K	1	2	3	4	5
4	K	1	2	3	4	5
5	K	1	2	3	4	5
6	K	1	2	3	4	5

Phase 2—Cohort 3

Year	RF class				Follow-up	
1						
2						
3						
4	K	1	2	3		
5	K	1	2	3	4	5
6	K	1	2	3	4	5

Evaluation for Continuation

Throughout each year, the reading performance of all of the students in grades K-3 will be evaluated to determine whether the Reading First program is leading to greater success in reading with more children on or above grade level. We will determine whether (1) Reading First instructional plans are being implemented appropriately in K-3 classrooms and (2) whether the students are making adequate progress in improving their reading.

Those school buildings that are implementing Reading First programs effectively but whose students are still not making adequate progress will have an opportunity to describe possible reasons for their lack of progress and suggest methods for improving the reading achievement of students in the school. Each Reading First school building will be closely monitored by the **Reading First Facilitators**. The **Reading First Facilitators** will provide monthly reports to the **Michigan Reading First Management Team** regarding the progress of the Reading First school buildings. If the **Michigan Reading First Management Team** and the LEA's central office representative determines from the school building's self-evaluation, assessment data, and the **Reading First Facilitators** verify that the Reading First school building is making good effort, the

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school will be allowed to continue to develop its Reading First plan with improvements for the following year.

A second consecutive year of inadequate progress and/or noncompliance with Reading First assurances will lead to removal of the financial support provided by Reading First program. For example, if an eligible LEA has a total of 20 elementary buildings serving K-3 students, and only five of those school buildings are eligible for Reading First funds because they serve the lowest performing population in highest poverty, each of those five school buildings must demonstrate adequate progress in reading achievement. If two of the five school buildings fail to make adequate progress of two consecutive years, the LEA's funding will be cut and only the three successful school buildings would be eligible for continued funding through Reading First.

How is Michigan's Reading First plan aligned with scientifically based research on reading? What are the key features of the plan that should lead to improvement of reading in all schools in Michigan?

Research on early reading instruction has highlighted characteristics of effective programs and schools that will be used to guide efforts to improve the reading achievement of children in Michigan. Key features of this plan are 1) high quality research-based reading programs, 2) reliable and valid assessment tools to effectively screen and monitor student's reading progress and diagnose reading difficulties early, 3) high quality professional development to ensure K-3 teachers and special education teachers have the skills necessary to teach effectively and 4) strengthened school leadership and infrastructure to focus, coordinate, and sustain efforts resulting in literacy achievement. Each of these factors is discussed in turn.

High Quality Research-Based Reading Programs

To be successful in teaching children to read, schools need to work with a set of standards and curricular goals that provide an overarching structure for instruction in reading starting in kindergarten and going at least through the elementary years. These standards or grade-level goals should be aligned with the methods and materials used for instruction and assessment. Furthermore, the methods and materials should be selected on the basis of evidence from rigorous and scientifically based research of reading that have demonstrated the effectiveness of such methods and materials in the essential components of reading. In the early elementary years, children need to acquire an understanding of the sound structure of words (phonemic awareness) and the alphabetic principle. They need to learn the system by which spoken words are represented in print (phonics). Along with acquiring knowledge of strategies to read unfamiliar words and a sight vocabulary for reading, they need to be able to read words with automaticity and connected text with fluency (Rayner, Foorman, Perfetti, Pesetsky, and Seidenberg, 2001), (Torgeson, J.K., Rashotte, C.A., & Alexander, A.W., 2001) These aspects of early reading are necessary conditions for becoming skilled readers. In addition, children need to develop their word knowledge (vocabulary) and language comprehension, as these contribute significantly to reading comprehension. Language comprehension capabilities are significant contributors to reading comprehension performance, a relationship that

becomes most evident when children have acquired basic word reading skills and strategies (Snow, Burns, and Griffin, 1998), (Catts, J.W., Fey, M.E., Zhang, X., & Tomblin, J.B., 1999). Studies of effective reading instruction in the elementary years have shown that systematic, comprehensive and explicit programs in phonological awareness, phonics, and fluency are needed so that children can access the ideas and information in written texts (National Reading Panel, 2000). Throughout the elementary years, effective programs include instructional methods designed to foster growth of vocabulary and strategies for reading comprehension (Pressley, M., & Wharton-McDonald, R. 1997).

Recent studies have also demonstrated that certain characteristics of instruction are associated with effective reading programs. These include a combination of direct instruction and strategy instruction with time provided for discussion and application. The National Reading Panel's studies of models of professional development in reading distinguish the "Direct Explanation" approach and the "Transactional Strategy" approach. The Direct Explanation approach focuses on a teacher's ability to explain explicitly the reasoning and mental processes involved in reading. The Transactional Strategy instruction approach also emphasizes a teacher's ability to provide direct explanations of thinking processes, but additionally focuses on the teacher's ability to facilitate student discussion and to learn collaboratively (National Reading Panel, 2000). Our review of reading research indicates that teachers benefit from learning and using both approaches.

For students with learning disabilities, progress in reading was associated with the teacher's use of small groups as the format for learning, clear sequences of tasks and explanations of task components, and careful matching of the lesson to the needs of the students (Swanson, 1999). Other researchers have recommended principles of instructional design, based on the results of their research. For example, when planning instruction for children who need special help in reading, Smith and Kame'enui (1998) suggest that teachers design instruction that includes (1) conspicuous strategies, (2) mediated scaffolding, (3) strategic integration, (4) primed background knowledge, and (5) judicious review. The task of organizing reading instruction around these principles is made easier when the classroom teacher has a comprehensive program that has both the content and the instructional methods that are needed for successful reading instruction. With the recent revisions (copyrights of 2002 or later) of basal reading programs, many textbook publishers have followed the guidelines provided by recent research on effective reading instruction in reading to determine the content, instructional method, pace of instruction in key areas (e.g., phonics), and opportunities for practice. These reading programs have the added advantage of having a variety of supplementary materials that are coordinated with the reading materials and instructional methods. Such coordination is a key element of effective programs (Foorman et al., 1998). A core program provides valuable structure and organization for the teacher, if it is used properly.

Teachers in schools that have large percentages of children not reading on grade level need a reading program aligned with the state and national reading standards. They need a program that coordinates assessment, instruction, and curriculum that includes the essential components of reading, and that offers sufficient variation in materials and methods of instruction to meet the needs of children who are struggling readers.

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With these guidelines in mind, Michigan is asking school buildings that receive Reading First subgrants to select one of five basal reader series (publication date of 2002 or 2003) as the core of the reading program in their school buildings (grades K-3). Still, it is likely that programs will need to be supplemented in order to meet the unique needs of children, including Limited English Proficient students and students with disabilities. LEAs are also asked to select among well-regarded supplementary materials and resources for teachers to access in meeting the variety of needs and reading capabilities in their classes.

Reliable and Valid Assessments to Screen, Monitor Literacy Progress and Diagnose Reading Difficulties

Assessments need to be linked to the curriculum and the methods of assessment. Different forms of assessment should be used to suit different purposes. 1) Screening assessments at the beginning of the school year or when a child first arrives in the classroom. The screening assessment provides a way for teachers to know which children are at-risk for significant difficulties learning to read. 2) On-going classroom assessments to monitor the effectiveness of instruction in reading and reading-related areas. Through on-going assessment, the teacher can determine whether children are responding appropriately to classroom instruction and subsequently identifying the children who need more intensive or supplementary work in a given area (e.g., phonics, vocabulary, comprehension). 3) Diagnostic assessments that are appropriate for those students who do not respond to supplementary instruction in the classroom and whose learning capabilities need to be more fully understood. Such assessments are likely to require the expertise of special services staff and should be coordinated at the Reading First school building level through an articulated plan.

Michigan is requiring the Reading First school buildings to use the Iowa Test of Basic Skills Complete Battery, 2001 as the year-end reading achievement test. This instrument will be used to evaluate the reading progress of children in the Reading First school buildings from year to year. The Reading First school buildings will also use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 5th edition as the classroom-based system for screening in the beginning of the year and for evaluation of children's progress throughout the year so that teachers can adjust instruction to meet the needs of the children.

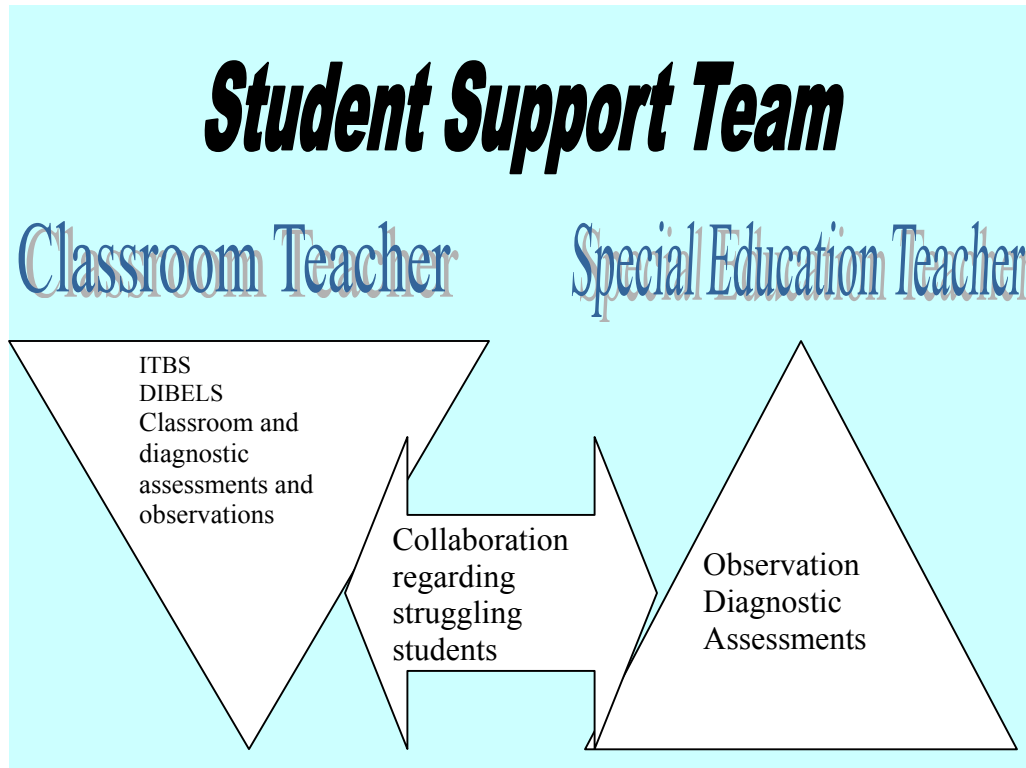
Michigan also requires that the Reading First school buildings provide a plan for diagnostic assessment of children for whom modifications of classroom instruction have not resulted in progress in learning to read. Such assessments must involve special services personnel and utilize diagnostic tests that are reliable, valid, and aligned with the areas of language and cognitive development that are known to contribute to children's success in learning to read. Suggested diagnostic assessments are identified later in this application. Special education teachers, highly knowledgeable about diagnostic assessments, should be consulted by the general education classroom teacher regarding appropriate diagnostic assessments that provide a clearer understanding of the unique needs of a child at risk of reading failure and information to determine appropriate instruction. Such collaboration can be in the form of teacher assistance teams or student/staff support teams.

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Michigan's intent is to prepare the classroom teachers so that they think diagnostically. Through the LETRS training and the training in the use of DIBELS, teachers will have improved knowledge of language and reading instruction to bring to analysis of children's reading difficulties. Reading First classroom teachers will be taught how to evaluate the progress students are making in critical areas of reading, based on DIBELS and screening measures. Over time, through the guidance of the Reading First Literacy Coach and the collaborative work of regular and special educators in the classroom, the classroom teacher will acquire skill at determining the strengths and weaknesses of individual children and will know how to modify instructional plans or select alternative means of instruction for children who are not making expected progress.

The Reading First Literacy Coaches will establish and maintain on a regular basis, collaborative meetings of teachers and special education staff. Such meetings may be known as Student Technical Assistance Teams, Student/Staff Support Teams, or some other similar nomenclature. By employing a problem-solving approach, the needs of specific children in reading and related areas will be addressed through these teams. In particular, the special and regular educators will jointly consider the needs of the children who are not responding to regular instruction or to interventions carried out in the classroom.

As the following model demonstrates, the teachers' responsibilities and the special educators' responsibilities go hand in hand but mirror each other as well. For those children who are non-responders, the expertise of the special educator in administering individualized assessments may be required to identify the cognitive, linguistic, or social/behavioral factors that affect the child's learning. For example, the special educator may administer diagnostic tests, and the school psychologist may be called upon to administer an individualized intelligence test. In some cases, the classroom teacher may be trained in administering and interpreting assessments such as the Woodcock Johnson or Peabody Picture Vocabulary Test. Through team meetings and discussions, the identification of which assessments that will provide a clearer understanding of the student's learning and instructional needs and who will best be able to administer those assessments can be determined. The regular and special educators and other members of the staff (e.g., school psychologist, principal) will have regular meetings to review the findings of classroom assessments and any special assessments carried out by the special educator and to develop an individualized educational plan for the student. In developing educational plans for students found to have significant learning problems, the student technical assistance team (STAT) or other such similar team, will comply with the regulations in the Individual with Disabilities Education Act (IDEA).



High Quality Professional Development to Ensure K-3 Teacher and K-12 Special Education Teachers Have the Skills Necessary to Teach Effectively.

Teachers' knowledge about reading and the teaching of reading is a key factor in a student's reading achievement, but so too is the knowledge and support provided by school administrators (Moats, 2000). For this reason, we are planning extensive opportunities for teachers and school building administrators to learn about reading and reading instruction. Educators who have deep knowledge of the reading processes and the developmental challenges of learning to read are best equipped to manage the variety of reading activities and formats found in schools and classrooms that result in high reading achievement. [GG8]Throughout the Reading First implementation, careful analysis of information about both teaching practices and student learning will be the basis for designing professional development. The foundational data serving for analysis must include multiple sources of evidence including, but not limited to MEAP scores. Professional learning characterized by data-driven dialogue will result in a change in how educators see themselves in relationship to instruction and each other. The impact of professional development will be evaluated formatively and summatively through the lens of student learning data including ITBS results, DIBELS results, diagnostic assessments results, and MEAP. As each district's and building's plan for improvement is derived from their analysis of various data, they must respond to the following questions:

- What does the data tell us about the students' learning needs?
- What do our own building, district, and state level assessments tell us about the progress students are making in reaching reading achievement?

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- What does the data tell us about what our teachers need to know and be able to do to increase student learning?

The work of schools is to teach students. The work of Reading First is to have students reading at grade level. The professional learning of the staff and leadership must be about this work.

Professional Development for Trainers

Michigan has identified high-quality professional development and follow-up assistance to teachers as one of the key features of its Reading First plan. Professional development regarding essential components of reading, strategies for struggling readers, and assessment of student progress will be provided. First, we plan to provide focused and sustained opportunities for professional development for the Reading First Literacy Coaches, the Reading First Facilitators and the Regional Literacy Training Centers professional development teams. These individuals will receive specific training, through a trainer of trainer model, to disseminate deep professional knowledge of reading. They are required to attend the LETRS training and other trainings provided by Sopris West that Michigan designates as essential. The Reading First Literacy Coaches and Reading First Facilitators are required to attend the training provided by the publishing companies as offered for their respective Reading First school buildings.

Professional Development for Reading First School Building Educators and Literacy Paraeducators

The Reading First Literacy Coaches will train the K-3 teachers and special education teachers at the Reading First school building. The training to the staff will be a replication of the training provided by Sopris West. Training manuals will be provided to the Reading First Literacy Coach as well as materials for the participants. Following the Sopris West format, the training will be spaced at the building level to allow time for teachers to implement the information and clarify questions. On-going professional support for teachers in the Reading First school buildings will be provided by the Reading First Literacy Coach through monthly grade level meetings, analyzing student progress utilizing a case study approach, reflection on instructional practice, and modeling effective instructional strategies. The Reading First Literacy Coach will be able to assist teachers who are experiencing difficulties in implementing results driven practices. The Reading First Literacy Coach is supported by the Reading First Facilitators who will assist with professional development at the school level, monitor implementation, survey teachers, and collect information to share with the Michigan Reading First Management Team and the University of Michigan evaluators.

Professional development to ensure the effective implementation of the comprehensive reading program and supplemental/intervention resources and materials must be provided by qualified, experienced professionals. Publishers of the comprehensive reading programs will provide fifty hours of ongoing professional development including effective reading instruction, pacing of instruction in key areas, the literacy instructional block of time, and opportunities for practice. As evaluation indicates or needs arise, additional training shall be provided.

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Professional Development for K-12 Special Education Teachers

Training for Reading First school districts' special education teachers in grades and buildings beyond the Reading First school building will also utilize the Sopris West training materials and format with particular discussion about remediation v. accommodation, explicit instruction in reading, materials for older students. Furthermore, these K-12 special education teachers will participate in the same or related professional development regarding the instructional resources and materials identified in the LEAs Reading First grant application. The professional development for all K-12 special education teachers regarding instructional materials and resources must be clearly articulated and delivered by qualified, experienced professionals.

Reading First Administrator Leadership Academy

Reading First LEAs administrators responsible for literacy will participate in the Reading First Administrator Leadership Academy. Meetings will be held quarterly for district personnel with responsibilities for literacy including, but not limited to administrators/directors/coordinators of curriculum, special education, professional development, testing/assessment, Title I, ESL. The meetings, facilitated by the Reading First Facilitator, will focus on understanding the Reading First plan, ensuring coordination of programs and collaboration of efforts, evaluating student and program performance, and addressing the need of K-3 students and K-12 special education students. The initial meeting is designed specifically to prepare school administrators to understand the goals of the Reading First initiative. Through arrangements with Sopris West, Dr. Steve Kukic, a former administrator well versed in school change, will address the essential components of reading instruction and how they are implemented, the need for systematic evaluation of the implementation of RF classrooms, and the role of the school administration in ensuring that all children learn to read in grades K-3.

Reading First Principals Cohort

Reading First school building principals will meet quarterly with the Reading First Facilitator to deepen understanding of the Reading First plan and its implementation, clarify literacy knowledge, monitor for consistent and cohesive implementation, discuss data gathering of assessments and teacher surveys, evaluate student and program performance, assuring student and teacher support, and problem solve issues. The RF school building principals shall attend the school administrators meeting with Dr. Steve Kukic detailed in the Reading first Administrator Leadership Academy.

Professional Development for Michigan's Teacher Preparation Institutions

Michigan's institutions of higher education responsible for teacher training at the preservice level will be included in the Reading First professional development sessions offered by Sopris West. The Department of Education's Office of Professional Preparation will evaluate the Teaching Standards for Reading, the Basic Skills Test and the Michigan Teacher Certification Test so that (1) the standards and the tests reflects the current knowledge of scientifically based reading research practices and (2) the standards and the tests are sufficiently rigorous to ensure that teachers, including Limited Licensed teachers, have a solid knowledge of reading and reading instruction. A committee of leaders from the institutions of higher education will be convened to assist in the evaluation of the reading standards and the tests and to develop a survey regarding the

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alignment of the teacher preparation courses with state standards in reading and Reading First principles. This will result in the institutions of higher education evaluating their reading programs utilizing the periodic program review documents and timeline as established by the Department. Utilizing the Reading Forum, Michigan's teacher preparation institutions will continue to be apprised of the review process and the standards and test development.

Professional Development Statewide for Non-Reading First Schools

Michigan has an effective infrastructure to support and provide technical assistance. In 1999, Michigan established eight (8) Regional Literacy Training Centers across the state to provide professional development for early literacy teachers regarding the basic components of early reading instruction and assessment (i.e., phonological awareness, oral reading fluency); however there have been shortcomings of the literacy training including (1) little to no focus on phonics and vocabulary, 2) a lack of follow-up technical assistance to teachers to ensure that they could implement their knowledge effectively in their classes, (3) insufficient follow-up to ensure that teachers used the knowledge they acquired through professional development sessions to improve their reading instruction and to indicate that their students profit from instruction, and (4) lack of assessment of the relation of teacher training to improvement in reading of the children.

The Regional Literacy Training Center Directors will designate a training team of up to three individuals who will become trainers utilizing the Sopris West Trainer of Trainers program. The Michigan Reading First Management Team will coordinate the professional development training components to align LETRS and the Michigan Literacy Progress Profile trainings and provide a master design for systematically providing high quality professional development statewide. The eight Regional Literacy Training Centers will submit a schedule for training teachers in their RLTC area based on the master design developed by the Michigan Reading First Management Team. The schedule will be submitted to the Reading First Management Team by January, 2003 for approval. Once approved, statewide training for non-Reading First schools can begin through the RLTC training team. By including the Regional Literacy Training Center training teams in the professional development described in this application, the gaps that occurred in the Michigan Literacy Progress Profile professional development can be eliminated.^[GG9] The RLTC training team will be responsible for observing teacher practice, collecting evaluations of literacy professional development sessions, and submitting these reports to the Michigan Reading First Management Team.

Technology, including web-based learning, will be employed to increase teacher knowledge regarding the essential components of reading and results-based instructional practices. As soon as the newly revised "Colleague in the Classroom" is available from Sopris West, it will be made statewide through the web to enhance professional literacy practices.

Strengthened School Leadership and Infrastructure to Focus, Coordinate and Sustain Efforts That Result in Literacy Achievement

The final element of *Making Reading First in Michigan* is to ensure that the programs put in place in schools will be sustainable after Reading First funding is no longer available. At the level of the individual school and classroom, research indicates that teachers are likely to drift away from systematic use of research-based programs that they have been taught to use, even when these have been shown to lead to improvements in students' reading performance (Vaughn, Klingner and Hughes, 2000). Researchers have identified some ways to address this problem. One is to help teachers develop systems to support and sustain their continued growth in understanding effective methods of instruction. Groups of teachers within a school can provide the support and guidance for one another that becomes the basis for continued progress in implementing effective literacy practices. In this plan, Reading First monies will be utilized to provide building Reading First Literacy Coaches who monitor adherence to the program in implementation and offer structure for analysis and effective feedback. One important job of the Reading First Literacy Coach will be to initiate and maintain teacher collaboration to address issues of explicit reading instruction in grades K-3 and sustain the impact of the Reading First program.

When the goal is sustainable change in a knowledge-driven society, the principal must be attuned to the big picture, a sophisticated conceptual thinker who transforms the organization through people and teams (Fullan, 2001). According to Fullan, five essential components characterize leaders in the knowledge society: moral purpose, an understanding of the change process, the ability to improve relationships, knowledge creation and sharing, and coherence making. Principals who are equipped to handle the challenges of a complex environment can implement the reforms necessary to achieve the goals of the Reading First program. In an effort to support principals in their leadership role as leaders of learning and managers of buildings, a significant component of this program is in providing leadership cohorts for administrators. Mr. Steve Kukic, a former school administrator and a presenter for Sopris West, will begin our Literacy Leadership Cohort in August, 2002. Central Office and building administrators of the Reading First schools will be participants in this workshop. Future workshops to support and the role of the Cultural Change Principal will be planned for three times per year throughout the duration of the Reading First program.

Instructional practice and the improvement of instructional practice is complex and requires high levels of knowledge and skills across a number of important domains. The subject matter, how learners master the content, the attitudes that learners bring to the subject, the pedagogy for connecting content to how students learn, and the demographic and social context of schools all affect the range of pedagogical strategies that teachers use (Elmore, 2002). Distributed leadership can help educators be more successful in this complex nature of instructional practice. By operating in networks of shared and complementary expertise rather than in hierarchies, schools benefit from structures that develop the knowledge and skills of individuals and contribute to the development of others' knowledge and skills. Leadership is the professional work of everyone in the school. Thus, through the Reading First program, the Reading First school buildings will build and share leadership through study groups and action research teams.

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The Central Office of the Reading First school buildings contributes to the instructional leadership by focusing on literacy priorities, providing services and expertise, ensuring consistency, communication. As workshops for the Administrative Leaders and the classroom practitioners are scheduled, central office personnel linked to literacy in the district are welcomed to participate in the discussions.

To achieve the goals of Reading First, the RF schools need to utilize the research regarding effective schools and effectively coordinate resources. Effective schools have addressed components that make a difference in student achievement including small class size, access to reading materials through school and classroom libraries, and home links through family literacy programs that welcome parents as partners in the child's literacy development.

Other measures we will take to make good reading practices sustainable in the state include (1) giving successful Reading First schools "exemplary" status in reading and using these schools as models for others to follow, (2) continued support of the Reading First Literacy Coaches through meetings conducted by the Reading First Facilitators, (3) teacher training through the Regional Literacy Training Centers for schools that are not eligible for Reading First funds.

How will the SEA assist the LEAs in identifying reading assessments with proven reliability and validity?

Standardized year-end assessment

(1) LEAs whose subgrants are approved by the state shall use the Iowa Test of Basic Skills Complete Core Battery, 2001. The subtests of the Iowa Test of Basic Skills align with the essential components of reading that are at the heart of the RF initiative. These include the following subtests:

Kindergarten:	Vocabulary, Word Analysis, Listening, Language
First Grade:	Vocabulary, Reading Words, Reading Comprehension, Listening, Language
Second Grade:	Vocabulary, Word Analysis, Reading, Listening, Language, Spelling
Third Grade:	Vocabulary, Word Analysis, Reading, Listening, Language, Spelling

This instrument was selected because of its high reliability and subtest alignment with the essential components of reading. The reliability of the Iowa Test of Basic Skills ranged from 0.64 to 0.91 with a mean of 0.82. A summary of the reliabilities for the Iowa Test of Basic Skills is presented in Table 11.

Table 11 IOWA TEST OF BASIC SKILLS (ITBS)

IOWA Test of Basic Skills - Form A Reliability - Coefficient α				Source: Iowa Test of Basic Skills: Fall/Spring Norms				
	K-6	G1-6	G1-7	G2-8	G3-9	Min	Max	Mean
Vocabulary	0.76	0.73	0.89	0.87	0.90	0.73	0.90	0.83
Word Analysis	0.81	0.80	0.85	0.85	0.85	0.80	0.85	0.83
Listening	0.74	0.76	0.70	0.72	0.74	0.70	0.76	0.73
Reading Words	0.82	0.89	NA	NA	NA	0.82	0.89	0.85
Reading Comprehension	0.64	0.89	0.91	0.90	0.91	0.64	0.91	0.85
Spelling	NA	NA	0.88	0.82	0.90	0.82	0.90	0.87
Total						0.64	0.91	0.82

Classroom-based measure (Dynamic Indicators of Basic Early Literacy Skills)

(2) As a classroom-based measure to monitor children's literacy progress and identify children who may be at risk of reading failure, the Michigan Reading First Management Team has identified Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 5th edition. DIBELS provides information that is tightly linked to three key components of early reading instruction: phonemic awareness, word reading strategies, and fluency in reading connected text. (Kame'enui, E.J., Simmons, D.C., Good, R.H., & Harn, B.A. (2001). The reliability for DIBELS ranged from 0.72 to 0.89 with a mean of 0.81. A summary of the reliabilities for both the Iowa Test of Basic Skills and DIBELS measures is presented in Table 12. The measures relate to one another both theoretically and psychometrically. They have been found to be reliable and valid indicators of early literacy development; furthermore, they have been found to be predictive of reading proficiency.

Table 12 Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Parallel Forms Reliability					
Source: http://dibels.uoregon.edu		K	G1	G2	G3
Initial Sounds Fluency		0.72	NA	NA	NA
Phoneme Segmentation Fluency		0.79	0.79	NA	NA
Nonsense Word Fluency		0.83	0.83	NA	NA
Oral Reading Fluency		NA	0.89	0.89	0.89
Min		0.72			
Max		0.89			
Mean		0.81			

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This classroom-based assessment system employs different tests at different grade levels in order to provide sensitive information about the developmentally important indices of children's progress in learning to read. These measures are to be administered at the beginning, middle, and end of the school year. The Reading First Literacy Coaches will receive training regarding DIBELS as part of the Sopris West training and will then train the Reading First school building K-3 and special education teachers. The schools will collect the data, selecting one of the methods of data collection recommended by DIBELS (see <http://dibels.uoregon.edu>). The data will be entered into a computer program by the Reading First Literacy Coach or classroom teacher; thus data is then analyzed through the DIBELS system and returned to the school in a form that the teacher will find useful. The analysis provides the teacher with information regarding individual student's progress to determine if instructional methods and materials need to be adjusted. Samples of charts showing class performances on DIBELS measures are available on the DIBELS website and in Appendix D. Michigan is exploring the use of Palm pilots for teachers to enter the data in their classrooms and as they assess children.

Diagnostic Assessments

(3) In order to assess students who might be at-risk for reading or to diagnose students with significant reading problems, Michigan has compiled a list of tests that may be used for screening and diagnostic purposes and that have been shown to be reliable and valid, as reported in their technical manuals. The list found in Table 13 contains (a) cognitive and achievement batteries, (b) reading tests, and (c) language tests. This list will be made available to the LEAs that are preparing subgrant applications. In their applications, LEAs are asked to specify the screening and diagnostic tests that will be used in the school or district. If selecting a test not on this list, the LEA must provide a full description of the test, including information about its reliability and validity.

It is important that the classroom teacher and the special education staff work together to carry out and interpret screening tests (for the purposes of identifying children at risk or children who may need a complete diagnostic evaluation) and diagnostic tests (to determine the nature and severity of difficulties in reading and language). The applicant LEA must provide an explanation of the collaboration of regular and special educators, as well as other support services (e.g., school psychologist) in the school and district in providing technical support regarding appropriate interventions and materials for students at-risk of reading progress.

ACHIEVEMENT OUTCOMES ASSESSMENT
Iowa Test of Basic Skills Complete Battery, 2001

SCREENING /DIAGNOSTIC ASSESSMENT
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
Institute for the Development of Educational Achievement at the University of Oregon

Table 13

COMPREHENSIVE COGNITIVE AND ACHIEVEMENT BATTERIES:
Wechsler Individual Achievement Test (American Guidance Service)
Woodcock Johnson Psychoeducational Assessment (Cognitive and Achievement) (Riverside)
LANGUAGE TESTS:
Clinical Evaluation of Language Fundamentals – Revised (Psychological Corporation)
Comprehensive Test of Phonological Processing (ProEd)
Peabody Picture Vocabulary Test III (American Guidance Service)
Test of Language Development – Primary, 3 rd edition (ProEd)
READING and WRITING TESTS:
Early Reading Diagnostic Assessment (Psychological Corporation)
Gray Oral Reading Test, 4 th edition (ProEd)
Qualitative Reading Inventory, 3 rd edition (Longman)
Test of Word Reading Efficiency (ProEd)
Test of Written Spelling, 4 th edition (ProEd)
Wide Range Achievement Test, 3 rd edition (Jastak Associates)
Woodcock Reading Mastery Test, Revised (American Guidance Service)

How will the SEA assist the LEAs in identifying scientifically-based reading materials, programs, strategies, and approaches?

The Michigan Reading First Management Team utilized *A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis* (Appendix G) to review reading programs and materials with a 2002 or later copyright. Among the categories reviewed were:

- efficacy based on carefully designed experimental studies; program based on current and confirmed research in writing;
- explicit and systematic instruction in the primary grades in the essential components of reading;
- tested in schools and classrooms with similar demographic and learner profiles;
- well orchestrated flow of instruction with clear sequences of task;
- explicit instruction;
- moves from basic skills knowledge to higher order skills;
- reinforces content area reading in other core areas including mathematics, science, and social studies;
- activities directly related to the learning objective;
- support for differentiated instruction with a range of instructional materials to allow flexible grouping;

- reteaching and acceleration instructional techniques and materials; and
- assessments to inform the teacher about the child's learning and assists with instructional decision making.

After careful review, five programs were selected as having high quality programs suitable for use in Reading First classrooms and found to be supported by scientific research as defined in Part B of the No Child Left Behind legislation. While they differ on numerous dimensions, all contain systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. These materials are supported by scientifically based reading research and provide a carefully managed instructional design, and the essential components of reading. The materials identified in Table 14 are classified as comprehensive programs/materials. Table 15 identifies supplementary materials. Each district plan should indicate which of these materials would be used as part of the comprehensive plan for providing high-quality reading instruction in grades K-3 in eligible school buildings within the LEA.

LEAs are reminded that there must be a systematic plan for providing both comprehensive and supplementary reading instruction that includes all five areas, as appropriate at each grade. The five essential components of reading instruction that must be addressed in reading textbooks are explained below:

- **Phonemic awareness** — the ability to hear, identify, and manipulate the individual sounds-phonemes-in spoken words. Phonemic awareness is the understanding that sounds of spoken language work together to make words.
- **Systematic, explicit phonics** — the understanding that there is a predictable relationship between spellings that represents those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
- **Vocabulary development** — development of stored information about meanings and pronunciation of words necessary for communication. There are four types of vocabulary development: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.
- **Oral reading fluency** — fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
- **Comprehension strategy instruction** — strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

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Table 14

Publisher	Houghton Mifflin 2003	Harcourt 2003	Open Court/ SRA 2002	Macmillan/ McGraw Hill 2003	Scott Foresman 2002
Phonemic Awareness	✓	✓	✓	✓	✓
Systematic Explicit Phonics	✓	✓	✓	✓	✓
Vocabulary Development	✓	✓	✓	✓	✓
Oral Reading Fluency	✓	✓	✓	✓	Needs Supplement
Comprehension Strategy Instruction	✓	✓	✓	✓	✓
Scientifically Based Reading Research	✓	✓	✓	✓	✓

When planning instruction for children who need special help in reading, Smith and Kame'enui (1998) suggest that teachers design instruction that includes (1) conspicuous strategies, (2) mediated scaffolding, (3) strategic integration, (4) primed background knowledge, and (5) judicious review. The task of organizing reading instruction around such principles is made easier when the classroom teacher has a comprehensive program that has both the content and the instructional methods that are needed for successful reading instruction. With the recent revisions of basal reading programs, many textbook publishers have followed the guidelines provided by recent research on effective reading instruction in determining the content, instructional method, pace of instruction in key areas (e.g. phonics), and opportunities for practice. These reading programs have the added advantage of having a variety of supplementary materials that are coordinated with the reading materials and instructional methods. Such coordination is a key element of effective programs (Foorman et al, 1998). A comprehensive program provides valuable structure and organization for the teacher if it is used properly.

The applicant must include a description of the plan for helping teachers to change to a more appropriate model of instruction. In addition, the plan should include assurances that the instructional block for literacy instruction will be 90 to 120 minutes in length. The proposal must describe the design of Reading First classroom, the structure for

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grouping students during the literacy block, and the means of providing instruction in the five essential components of reading instruction. The proposal must also include plans for instructional management and organization of lesson design.

(2) The Michigan Reading First Management Team has reviewed supplementary and intervention materials for students who need additional instruction, more explicit instruction, and/or additional practice in the basic aspects of learning to read. All of the materials on these lists (Tables 14 & 15) have been either studied and found to be effective in improving students' reading achievement or incorporate methods and approaches that have been supported by scientific studies of reading. LEAs are encouraged to select materials from this list so that their teachers can meet the needs of children who are struggling with reading in their classrooms. An LEA may choose materials not on this list; however, to be an acceptable material the LEA must provide a thorough explanation, supported by scientific studies of reading, for selecting this material.

Michigan will provide assistance to teachers in learning to use a variety of resources and materials to meet the needs of children. Utilizing the network of highly skilled professional development teams composed of Regional Literacy Training Centers trainers, Reading First Literacy Coaches, Reading First Facilitators, and Institutions of Higher Education teacher training representatives, and well-planned professional development events, teachers will deepen their understanding and use of appropriate materials and resources.

Table 15 **Supplementary/Intervention Materials and Resources**

Phonemic Awareness
<i>Ladders to Literacy</i> , Notari-Syverson et al., Brookes Publishing, www.brookespublishing.com . <i>Multisensory Teaching of Basic Language Skills</i> , Birsch. <i>Phonemic Awareness in Young Children</i> , Adams et al., Brookes Publishing, www.brookespublishing.com . <i>Road to the Code: A Phonological Awareness Program for Young Children</i> , Blackman et al., Brookes Publishing, www.brookespublishing.com . <i>Speech to Print</i> , Moats, Brookes Publishing.

Systematic Explicit Phonics
<i>Alphabetic Phonics</i> , Cox, Educators Publishing Service. <i>A Guide to Teaching Phonics</i> , Orton, Educators Publishing Service. <i>Multisensory Teaching of Basic Language Skills</i> , Birsch <i>Reading Mastery</i> , Macmillan/McGraw-Hill. <i>Saxon Phonics: An Incremental Development</i> , Saxon Publishers, Inc. 1998, 1-800-284-7019; www.saxonpublishers.com . <i>Speech to Print</i> , Moats, Brookes Publishing. <i>Word Detectives</i> , Benchmark.

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Oral Reading Fluency

Quickreads, Heibert, Pearson Learning Group, www.quickreads.org .
Read Naturally, 2001, St. Paul, MN, 1-800-788-4085, www.readnaturally.com .

Vocabulary Development

Bringing Words to Life, Beck, McKeown, & Kucan, Guilford Publishers.
Teaching Word Recognition, Spelling and Vocabulary, Rasinski, et al, International Reading Association
“Text Talk: Capturing the Benefits of Read-Aloud Experiences for Young Children,” Beck & McKeown, The Reading Teacher, September 2001.
Vocabulary Development, Stahl, Brookline Books.
Word Power: What Every Educator Needs to Know About Teaching Vocabulary, Stahl and Kapinus, NEA Professional Library
Word Detectives, Benchmark.
Words Their Way, Bear, et al, Merrill.

Comprehension Strategy Instruction

Comprehension Instruction: Research-Based Best Practices, Block and Pressley, (Eds.), Guilford Press
Questioning the Author: An Approach for Enhancing Student Engagement with Text, Beck, McKeown, Hamilton, & Kucan, International Reading Association.
“Text Talk: Capturing the Benefits of Read-Aloud Experiences for Young Children”, Beck & McKeown, The Reading Teacher, September 2001.

Michigan will provide assistance to teachers in learning to use a variety of resources and materials to meet the needs of children. Utilizing the network of highly skilled professional development teams composed of Reading First Literacy Coaches, Reading First Facilitators, institutions of higher education teacher training representatives, and the Regional Literacy Training Center teams and through well-planned professional development events, teachers will better understand, and, thereby use appropriate materials.

Table 16 identifies resources that will deepen and extend teacher understanding of reading instructional strategies and elements of reading.

Table 16

RESOURCES FOR TEACHERS

Caldwell. <i>Reading Assessment: A Primer for Teachers and Tutors</i> . Guilford Publisher
<i>Education Leadership</i> . Association for Supervision and Curriculum Development
Mastropieri, & Scroggs, <i>The Inclusive Classroom: Strategies for Effective Instruction</i> , Merrill, 2000
<i>Put Reading First: Research Building Blocks for Teaching Children to Read</i> . EdPubs, 2001
Snow, Burns & Griffin. <i>Preventing Reading Difficulties in Young Children</i> . National Academy Press, 1998
Strickland & Morrow. <i>Beginning Reading and Writing</i> . International Reading Association
Vaughn, Bos, & Schumm, <i>Teaching Mainstreamed, Diverse, and At-Risk Students in the General Education Classroom</i> , Allyn and Bacon, 1997

How will the SEA assist the LEAs with professional development to ensure that teachers understand materials and methods of instruction that are supported by research?

Michigan has contacted the publishers of the programs identified on page 36 (Table 13) and pages 37 and 38 (Table 14) regarding guaranteeing providing high quality professional development through knowledgeable presenters. Appendix O includes the company's professional development proposal for providing training to K-3 teachers and K-12 Special Education teachers. Michigan will negotiate with the Reading First districts that have selected programs from companies who have not complied in providing professional development and work with the district to select a program that does provide professional development. This may result in a delay of Reading First funding to that district. The publishers of the comprehensive program selected by the Reading First school building is to provide fifty hours of quality professional development to the teachers in the Reading First school buildings. This professional development will focus on effective reading instructional practices, pace of instruction in key areas, in the literacy instructional block of time, and opportunities for practice. The publishers of the supplementary materials and resources are to provide professional development as deemed necessary by the Reading First teachers or principal, Reading First Literacy Coach, Reading First Facilitator, or Michigan's Reading First Management Team.

The Michigan Reading First Management Team has reviewed various options to provide support and sustainability for LEAs in terms of increasing professional knowledge about the teaching and assessing of reading based on the five essential components and scientifically based reading research. A primary goal is to provide the Reading First Literacy Coaches and Reading First Facilitators, who will work with the teachers in Reading First schools with a deep and thorough knowledge for delivering explicit and systematic reading instruction.

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To effectively facilitate the professional development, Michigan is proposing a trainer of trainer's model. The state has contracted with Sopris West to provide a comprehensive professional development training through a program called Language Essentials for Teachers of Reading and Spelling (LETRS), developed by Louisa Moats whose vitae is found in Appendix J. LETRS is described by Sopris West in this way:

The sequential modules of LETRS teach teachers the meaning of scientific findings about learning to read and reading instruction. The modules address each component of reading instruction--phoneme awareness, phonics and word study, oral language, vocabulary, reading fluency, comprehension and writing--and the foundational concepts that link these components. Instruction in assessment and evaluation of student performance will be embedded in the topical modules. . . The format of instruction allows for deep learning and reflection beyond the "once over" treatment the topics are typically given. Teachers, who *understand* the foundation concepts of language structure, how children learn it, and what can go wrong, who are also learning their program-specific methods, should enable most students to read. Further they will know what to do for those few who do not learn readily.

The pending contract is for three years (Phase 1) with an opportunity to renew for the remaining three years of RF (Phase 2). The LETRS training includes three 3-day institutes, each with three modules. The first module is called Foundations for Reading Instruction and includes the following topics: the challenge of learning to read, phonology (the speech sounds of English and how to teach them), and spellography for teachers. The second module is called Teaching Vocabulary and Comprehension. It includes building vocabulary and oral language skills, teaching comprehension, and building reading fluency. The third module is called Teaching Reading, Spelling, and Writing. It includes sections on how to teach phonological awareness, teaching and assessing decoding and syllabication, building basic spelling, using morphology to organize vocabulary and spelling, and writing skills. Training on the administration and use of DIBELS is included in this LETRS training. Infused through these three modules is classroom management for literacy.

The instructional modules will be spaced so that the teachers have about a month between modules 1 and 2, and between modules 2 and 3 for implementation and reflection. Professor Anne Cunningham (vitae in Appendix E) will be teaching Modules 1 and 2 for the first year of Michigan's RF project. Dr. Cunningham is nationally recognized as a highly knowledgeable provider of scientifically based reading instruction. A second presenter, Susan Lowell (foundalso from Sopris West will deliver module 3.

Agreements have been made, pending approval of Michigan's Reading First application, for Sopris West to begin the first institute in August, 2002 followed by the second and third institutes in September and October respectively. All Reading First Literacy Coaches and Reading First Facilitators and Regional Literacy Training Center Teams are required to attend this series. Two concurrent sessions will be held to accommodate the number of participants. This is a trainer of trainer's model, and the Reading First Literacy Coaches are charged with the responsibility of training K-3 teachers within the Reading First school building and including K-12 special education teachers district; and to ensure compliance with assessments, data collection, and implementation of the

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essential components of reading. The Reading First Literacy Coaches also have responsibility for leading the review and selection, if necessary, of instructional materials and classroom based assessments; and coordinating the diagnostic assessments in conjunction with the special education teacher. It is advisable that a Literacy Team composed of the building principal, the Reading First Literacy Coach, and others as deemed necessary, be established in each building to ensure the successful implementation of the Reading First initiative.

A professional development component is designed for the school and district administrators including the Language Arts Coordinator. Again, using the services of Sopris West, a specifically designed professional development institute will be delivered to building principals and central office administrators responsible for the Reading First initiatives in their districts by Dr. Stephan Kukic (Vitae in Appendix E). Components of this institute will include understanding the goals of the Reading First initiative; high quality research-based reading programs; reliable and valid assessment tools to effectively screen and monitor reading progress and diagnose reading difficulties; high quality professional development to ensure K-3 teachers and special education teachers have the skills necessary to teach effectively; and strengthened school leadership and infrastructure to focus, coordinate, and sustain efforts resulting in literacy achievement. The building administrator will promote practices that provide a seamless transition of children from prekindergarden learning environments into K-3 and will facilitate scheduling and practices which support connected classroom literacy instruction for 90 minutes or more each day. The building administrator will, in collaboration with the Reading First will create a Literacy Team to ensure successful implementation of Reading First in the school building and leverage resources to maximize exponential reading growth. A Reading First Principals Cohort will be established by the Reading First Facilitators to support efforts in implementing Reading First. A meeting of all Reading First administrators will be held annually to address updates and provide information pertinent to literacy leadership. Reading First administrators will meet quarterly as convened by the Reading First Facilitator and/or the Michigan Reading First Management Team.

Each training session will be composed of no more than 30 persons. Group I participants will be the Reading First Literacy Coaches from the 30 Reading First schools and ten Reading First Facilitators who will each serve five of the Reading First schools. Group II participants include the teams from the Regional Literacy Training Centers and the representatives from the institutions of higher education. Each training group will go through the 3 three day LETRS Institute provided by Sopris West. The training and the training manual will provide the individuals with the information necessary to replicate the training at the school level with teachers, paraeducators, special education teachers, media specialists/librarians, and administrators.

In years 2 and 4, the training from Sopris West will be repeated as new cohorts are brought into the identified Reading First plan. The Reading First Literacy Coaches will need to repeat the LETRS and DIBELS training as new staff members are hired in the Reading First schools.

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The training is scheduled for three days in August, three days in September, and three days in October, 2002. The institutes are intentionally spread across three months to allow time for the trainers to learn, apply, and evaluate the concepts contained in each institute. The Reading First Literacy Coaches will also be facilitating monthly grade level meetings to help teachers learn, observe, practice, apply, and evaluate scientifically based reading instruction and assessment. Documentation forms of the focus of the meetings, changes in teacher knowledge, and instructional practices will be maintained by the Reading First Literacy Coach. Sample documentation forms are included in Appendix K. These documents will be reviewed by the Reading First Facilitators for scope, focus, and offering suggestions to activate teacher knowledge.

The LETRS training and the teacher self-evaluation surveys designed by University of Michigan evaluators will provide methods for identifying teacher knowledge regarding specific areas of scientifically based reading instruction. These tools will be used to refine on-going professional development needs at the building level.

The subgrant application, found in Appendix G, includes a Reading First Literacy Coach sample job description and selection criteria. The sample job description is in Appendix K of this application. The Reading First schools are expected to select coaches who are of high quality, able to lead and coach, committed to scientifically based literacy instruction, and who agree to participate in all of the Reading First professional development. These coaches will be trained in the LETRS components to become a LETRS trainer and will conduct professional development with their school staff.

Reading First Facilitators will be secured by the Michigan Reading First Management Team. These facilitators will be carefully selected based on their demonstrated leadership, problem-solving skills, deep knowledge of scientifically based reading research, and ability to coach. The Reading First Facilitators will meet twice monthly with the Literacy Coaches and monthly with the Michigan Reading First Management Team. The Reading First Facilitators duties are to monitor and report on the progress of implementing Reading First activities; observe and provide constructive feedback to Reading First teachers; assist with school and district based professional development on reading instruction and assessment that is founded on scientifically based reading research; and gather evaluation documents including the teacher. A sample job posting is included in Appendix G.

Institutions of higher education are invited to send reading educators, with significant literacy knowledge, to participate in LETRS training. The expectation is that the IHE representatives will serve as professional development leaders within their respective institutions. The Michigan Reading First Management Team and the Michigan Department of Education Office of Professional Preparation will work with the institutions of higher education to align teacher preparation with research on effective reading instruction and assessment.

The eight Regional Literacy Training Center (RLTC) directors will each identify a team of three from their RLTC region to attend the LETRS training as trainers of trainers. These trained teams will then provide training to teachers and administrators, including

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Language Arts Coordinators, in non-Reading First schools in their region regarding the LETRS training as part of the statewide professional development delivery structure.

Michigan intends to utilize “Colleague in the Classroom”, Sopris West’s web-based technology program to provide statewide support for administrators and teachers in both Reading First and non-Reading First schools by placing it on the web, pending approval from Sopris West. “Colleague in the Classroom” will be incorporated in year 2 of the Michigan Reading First professional development plan. This particular component is currently in development by Sopris West.

How will teachers statewide receive professional development in the essential components of reading instruction using scientifically based instructional strategies programs and materials, and using screening, diagnostic and classroom based instructional assessments?

To ensure all Michigan K-3 students have access to teachers who are highly skilled, the Reading First Management Team (RFMT) has developed a parallel professional development plan to extend beyond Reading First schools. This plan will deepen all K-3 teachers’ knowledge about the scientifically based reading research in all of the critical components of effective literacy programs - phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills, reading comprehension, spelling and writing. Additional professional development opportunities will extend teachers’ and administrators’ knowledge of assessments and appropriate instructional connections.

This parallel professional development effort will be carried out through the use of our existing Regional Literacy Training Center infrastructure. Nearly 1,000 literacy trainers and 12,000 teachers statewide have received some training in early literacy assessment and instruction strategies; however after conducting an informal gap analysis of our previous efforts the RFMT recognizes the need for additional professional development to develop a more comprehensive understanding of explicit and systematic instruction and assessment.

Beginning August, 2002, Michigan will provide Sopris West training opportunities to teams of trainers from the Regional Literacy Training Centers. Educators from Michigan’s teacher education institutions will also be encouraged to participate in this training. In collaboration with the RFMT the Regional Literacy Trainers will develop a pretest of the LETRS components and train an entire teaching staff in the LETRS professional development components to assure consistent quality delivery of professional development to reflect this more comprehensive, systematic and explicit instruction system to use in delivering the training to teachers and administrators across the state.

By January, 2003, each Regional Literacy Training Center must submit a coherent and sustained professional development plan that leverages resources and addresses systematically and comprehensively training teachers and administrators in their region in scientifically based reading research instruction including the five essential components of reading; programs, materials, and screening, diagnostic, and classroom based

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instructional assessments. To guide the statewide professional development implementation, the following steps will be taken:

- The Michigan Reading First Management Team will oversee the development of the updating of the Michigan Literacy Progress Profile (MLPP) training. The MLPP provides K-3 classroom based assessments in many of the critical components of literacy including phonemic awareness, reading fluency and oral reading, and writing. The update of the MLPP will need to include LETRS training, particularly in phonological development, vocabulary, and comprehension consistent with scientifically based reading research and the five essential components of reading. The training will also need to address the value of scientifically based reading research; collaboration with special education staff; and linking assessment to instruction
- The RLTC Literacy Trainers Team (up to three individuals per RLTC) will attend the LETRS training and training to close the gap between MLPP and LETRS.
- The RLTC Literacy Trainers will replicate the training for MLPP trainers
- MLPP trainers will train teachers in follow-up training focusing on filling in the gaps in information from the MLPP training, particularly in knowledge about phonological development; vocabulary, and comprehension.
- Evaluation forms of the professional development will be collected and submitted to the Michigan Reading First Management Team.
- The schedule of training sessions conducted by the RLTC must be submitted to the Michigan Reading First Management Team for approval.

The Michigan Reading First Management Team will provide a framework for systematically providing the professional development within each region. This training is expected to incorporate the Sopris West information as well as information on guidelines for selecting appropriate research based curriculum as previously discussed in the earlier section of Michigan's plan and rationale for scientifically based reading research.

The RLTC professional development plan will be submitted to the Michigan Reading First Management Team for review and approval regarding capacity of the number of teachers trained and comprehensiveness of the training using the revised MLPP/LETRS training modules. Statewide training through the RLTCs, once their professional development plans are approved, will be funded utilizing Reading First monies from the SEA's professional development allocation. State Board Continuing Education Units (SB-CEUs) will be made available for educators seeking CEU credit from this training.

Sopris West is currently developing what they call "Colleague in the Classroom," a program that uses CD technology to provide support for administrators and teachers in rural schools, in particular. While this program is not yet available, the Michigan Reading First Management Team sees a need for such a program and will explore the feasibility of including that in state-sponsored professional development efforts after year 1 of the funding period.

The Michigan Reading First Management Team will convene a committee of teacher educators in leadership positions within the institutions of higher education teacher

education programs. The purpose of these meetings is to audit and align the reading standards for teacher preparation and detail the periodic review and self study process to include scientifically based reading research instruction, assessments, and program review in teacher preparation courses. Teacher education candidates must pass the Basic Skills Test and the Michigan Teacher Certification Test before being licensed into the profession. The existing test will be reviewed in 2002 for inclusion of questions of teacher's knowledge of scientifically based reading research, methodology, programs, assessment. The certification test is a catalyst for the 32 teacher training institutions to review their respective teacher education programs for inclusion of scientifically based reading research. The goal is to have the teacher training institutions include scientifically based reading research instruction, assessment and materials included in the preservice teacher education courses, thereby infusing another layer of capacity building statewide. These reviews are coordinated through the Michigan Department of Education Office of Professional Preparation.

The Michigan Department of Education will convene a series of meetings of the Reading First Facilitators, RF Literacy Coaches, and RF LEA school administration regarding on-going technical assistance, monitoring of implementation, and problem solving the challenges that surround implementation of this plan.

How will the SEA assist the LEAs in the process of implementing the essential components of reading instruction, according to their RF plans?

Michigan will carry out the following activities to help teachers and other instructional staff implement the essential components of reading. This will be demonstrated by the following:

- (1) Required time allotment. The state requires LEAs to provide assurance that each RF classroom (K through grade 3) will set aside a 90-minute block of time each morning for reading and language arts. Two hours are considered desirable, but 90 minutes are required.
- (2) The state will provide training of the teacher trainers (as described on pages 36 and 37) who will in turn each teach the teachers in their district or school how to include the essential components of reading instruction in their classrooms. (Training materials will be provided as part of the LETRS professional development package, and the state will purchase the three LETRS books for all of the teachers, special educators, and administrators in RF classrooms.)
- (3) The state will ask teachers to complete a self-evaluation and survey of instructional practices three times a year. The surveys will be collected by the Reading First Facilitators and given to the University of Michigan for analysis. The information from this survey will help the state in its evaluation of the implementation of LEA RF plans and programs and the progress in reading made by the children and will guide professional development and monitoring of implementation.

- (4) The Reading First Literacy Coach will facilitate grade level and individual meetings with teachers to help teachers learn, observe, practice, apply, and evaluate scientifically based reading instruction and assessment strategies. Case studies of student will be a common tool to focus teachers' discussions on student reading progress.. Documentation forms of the focus of the meetings and progression of teacher knowledge and application will be maintained by the Reading First Literacy Coach. The Reading First Literacy Coach will also lead the review and selection of instructional materials and classroom based assessment.
- (5) The Reading First Facilitators will visit each Reading First school once a month to observe classes and use a classroom observation protocol to make a record of the materials, time allotment, instructional methods, and formats utilized Interviews of teachers will be conducted by the Reading First Facilitators to gather information about the progress in implementing RF instructional programs and instructional methods.

How will the SEA provide evaluation strategies to determine the effectiveness of the reading instruction in schools supported by RF?

Michigan will assess the effectiveness of activities in RF programs of each school on a regular basis including monitoring notes and reports from the Reading First Facilitators; evaluations of professional development sessions and the reports collected from the teacher surveys, and analyzing the results of student assessments, particularly ITBS and MEAP.

The Reading First Facilitator will be responsible for systematic observations through a scripted notation system regarding classroom instruction and assessment practices and share the findings with the teacher, the Reading First Literacy Coach, and the school administrator.

The publishers of the programs and materials selected by the Reading First school building, must provide professional development delivered by highly qualified and experience presenters to the instructional staff of the Reading First school building. Each publisher's professional development proposal is submitted to the Michigan Reading First Management Team for review. Reading First Literacy Coaches and Facilitators are required to attend the publisher's professional development presentations to the respective Reading First school buildings. The Reading First Literacy Coach and Facilitator will observe the Reading First teachers for proper implementation of the comprehensive reading program and materials. Publishers of the supplemental materials and resources must also submit professional development proposals to the Michigan Reading First Management Team and provide training to Reading First K-3 teachers and K-12 Special Education teachers as deemed necessary by the Reading First Literacy Coach, Reading First Facilitator, or relevant others. (See Appendix O) Participant evaluation forms of the professional development sessions will be collected and reviewed.

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To assist the state in the evaluation process, Michigan plans to contract with researchers in the School of Education, University of Michigan, for the collection and analysis of data that will be the basis in evaluating the effectiveness of RF programs in Michigan schools. The University of Michigan will generate reports based on this data and provide those reports three times per year to the Michigan Reading First Management Team and to the Reading First LEAs and school buildings. The University of Michigan's School of Education is highly qualified in research and program evaluation at a large scale level using scientifically based reading research methods and have historically conducted such evaluations. Furthermore, University of Michigan is very familiar with the initiatives of the state regarding early reading. Dr. Joanne Carlisle, Co-Director of the Center for Improving Early Reading Achievement (CIERA), and Dr. Schilling will be leading the University of Michigan research team for the Reading First evaluation. (Vitae found in Appendix L.) The contract with the University of Michigan calls for three levels of data analysis, annual reports, and midpoint progress reports (primary, secondary, tertiary). Reports will be received by the Michigan Reading First Management Team who will, in turn forward the reports to the Reading Leadership Team, the Reading First school buildings and districts. Information will be submitted to the United States Department of Education for the Midpoint Progress Report and National Evaluation. Information from these reports will be shared publicly by posting on the Michigan Department of Education's web site and in hard copy reports.

University of Michigan's evaluation design includes several layers. First, the researchers will aid in the collection and analysis of the children's performance on the DIBELS tests. These measures will be administered three times a year (fall, winter, and spring). Second, they will collect and analyze the teachers' survey, which are completed by Reading First classroom teachers three times a year. The survey will provide information about changes in the teachers' perceptions of their knowledge of reading and methods for teaching reading.. Finally, the researchers will collect and analyze data from the year-end assessment of reading measured by the yet to be determined standardized test. Drs. Schilling and Carlisle, University of Michigan professors, will serve as consultants to the state and LEAs regarding assessment of reading and related areas (e.g., determining whether diagnostic tests are valid and reliable).

In evaluating the yearly progress of students in reading in the Reading First schools, Michigan will use information from both DIBELS (the classroom based assessment system) and performance on subtests of the Iowa Test of Basic Skills. Studies of DIBELS (e.g., Good, Simmons & Kame'enui, 2001) have shown that certain benchmarks can be used in analysis of spring administration of certain measures to determine whether the children can be reliably expected to read on grade level by third grade. These benchmarks are detailed in Table 17.

Table 17

GRADE LEVEL BENCHMARKS

Spring of Kindergarten	Phoneme Segmentation Fluency	35 Phonemes correctly named in one minute
Spring of First Grade	Oral Reading Fluency	40 words correctly read in one minute
Spring of Second Grade	Oral Reading Fluency	90 words correctly read in one minute in grade level material
Spring of Third Grade	Oral Reading Fluency	110 words correctly read per minute in grade level material

In addition, performance on the Iowa Test of Basic Skills will be used to determine progress toward improving the reading skills of Reading First children specifically by comparing performance on the standardized assessment's subtests from end of year 1 to end of year 2, and from end of year 2 to end of year 3.

Year 1

Since the Iowa Test of Basic Skills will not have been administered to children in all the Reading First schools in grades K-3 prior to year 1 of Reading First, we cannot rely on comparison of performance from prior to year 1 to measure progress. Instead, the progress of children in Reading first schools will be assessed by:

- 1) Examining the performance of children on DIBELS across the year and determining the percent of children meeting benchmarks in the fall, winter, and spring, thereby generating a report that indicates the extent to which teachers have increased the percentage of children who meet the benchmarks by the end of the year; and
- 2) Examining overall performance and subtest performance of students at each grade level (K-3) in each Reading First school using the standardized tests yet to be named by Michigan.

Years 2 and beyond:

At the end of year 2 and subsequent years, progress of children in Reading First schools will be assessed by:

- 1) Comparing the performance of children at each grade level (1-3) in each school with the children in the same grades of the previous year or years. In year 3, Kindergarten scores can be used for comparison. Progress of schools on different reading related subtests of the Iowa Test of Basic Skills will be included in the report.
- 2) Examining the progress of individual children from end of year one to end of year two, using growth curve analysis. The variables the mediate progress in different schools/districts will be analyzed.
- 3) Preparing a report by quartiles on the reading-related subtests of the standardized assessed at each grade level (K-3), and disaggregating the data by ethnic groups, English Language Learner status, Title I status, and gender.
- 4) Examining the progress of children who received instruction in Reading First classrooms and have subsequently moved on to grades 4 and 5 in the same

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Reading First schools. The question being pursued is whether gains made in the early elementary years are sustained after Reading First instruction is no longer available. We will examine not only general trends toward better reading and language performances, but also the upward movement of struggling readers, i.e. those in the bottom quartile. Significant progress on specific reading-related subtests (e.g., word analysis, word reading, reading, vocabulary, listening, and language) will be emphasized.

Data will be analyzed in order to answer the primary questions of interest to Reading First LEAs and school buildings, Michigan's Department of Education and the federal government. The state will provide progress and outcome reports to the LEAs and schools on an annual basis. These reports will be used as part of Michigan's evaluation and mid-point progress report. Among the primary questions of interest, but not limited to only these questions, are:

- What percentage of the children in RF schools are reading on grade level; above grade level; moving towards grade level?
- Have children in RF classrooms made significant improvements in their reading performance?
- What do we learn by disaggregating the data? Is significant progress made for children of major racial/ethnic backgrounds? For children with disabilities? For children in economically disadvantaged schools? For children who are Limited English Proficient?
- Do children in RF schools and classrooms make greater progress than children at the same grade levels in low-achieving schools that are not receiving assistance from RF funding and resources?
- Do children continue to make progress after the period of assistance from RF funding is over?

In its grant application, the LEA must state that it is willing to comply with the following requirements that will provide a way for the state to assess progress of schools in implementing their Reading First plans. Requirements:

- (1) Assurance that the LEA will administer appropriate forms of the Iowa Test of Basic Skills at or near the end of the school year in grades K-3 and that the response protocols from this test will be sent to the test publisher for scoring.
- (2) Assurance that the LEA will use DIBELS as the classroom-based assessment of reading progress. This classroom reading assessment is made up of measures that are aligned with the curriculum and goals for reading instruction at each grade level (K-3) and must be administered three times a year (September, January, and May). The LEA is responsible for identifying a staff member who will enter the scores from these tests into a required database that will be sent to a specified location. The LEA must provide assurance that the test data will be shared with the state for purposes of evaluation of RF classrooms and that the data

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will be shared with the teachers for purposes of evaluating the instructional needs of the children.

(3) Assurance that the LEA will report reading achievement data from both the ITBS and DIBELS to the Michigan Reading First Management Team.

(4) Assurance that the LEA will provide the funding for purchasing and administering the ITBS, DIBELS, and screening or diagnostic tests; for staff trained in diagnostic assessments, including sufficient time to provide timely and thorough assessments of children's learning capabilities; and for the services of a professional evaluation of the school data on reading to produce reports for the state and the federal government.

(5) Assurance that the LEA will participate in the National Evaluation of Reading First.

The LEA must develop an overall plan for assessment of reading progress and the needs of children who are struggling in reading. This plan must include a timeline for the assessments mentioned above (year-end administration of ITBS and administration of DIBELS in September, January, and May). In addition, the LEA must indicate screening measures teachers might use, a system for evaluating the needs for diagnostic assessments, specification of the staff members who are qualified to administer diagnostic assessments, specification of the availability of staff time needed for such assessments, and the availability of special services staff to meet the needs of children found to have significant difficulties in learning that impact their ability to learn to read (e.g., speech language impairment). Finally, in designing the overall plan for assessment of reading and related areas, the LEA must state that the children in grades K-3 will not be required to take year-end standardized tests other than the MEAP and ITBS.

To evaluate the effective implementation of Reading First statewide, teacher surveys of professional development sessions, classroom observations conducted by RLTC trainers and building administrators, and analysis of reading assessments including MEAP and the revised MLPP with the LETRS will be utilized. To ensure uniformity of data collection, documentation forms will be created by the Michigan Reading First Management Team and clearly explained to the RLTC trainers and RF Facilitators.

STATE DEFINITION OF SUBGRANT ELIGIBILITY

Who are the eligible LEAs and how were they determined?

Eligible LEAs are those in Michigan that have both the highest number or percentage of students reading below grade level and significant numbers or percentages of poor children, according to one of several factors. The most needy LEAs, those with at least 50 students or 40 percent of students scoring in the low category on the 4th grade MEAP for two of the last three years, will be eligible to apply for Reading first funds. In addition, LEAs also must meet one of the low-income criteria specified in the federal law:

- LEAs with geographic areas that include Empowerment Zones or Enterprise Communities; or
- LEAs that have 1,000 or more students or 15 percent or more students who are Title I eligible; or
- LEAs with at least eight buildings or 50 percent of their buildings in School Improvement status.

The Federal statute requires priority to be given to LEAs that have at least 15 percent of the students served by the eligible local educational agency from families with incomes below the poverty line, or at least 6,500 of the children served from families with incomes below the poverty line. Additional priority will be given to LEAs with 30 percent or more students from families below the poverty line. Priority will also be given to LEAs that have demonstrated established leadership, commitment to improving reading achievement, and the ability to leverage existing reading initiative components for maximum effect.

Table 18 identifies the Local Education Agencies with the highest number of students (either 50 or more students or 40% of the fourth grade students) scoring low on the Michigan Educational Assessment Program fourth grade reading test for two of the last three years. This information is indicated in pink.

Table 19 presents the information regarding Local Education Agencies having the highest percentage of students (either 50 or more students or 40% of the fourth grade students) scoring low on the Michigan Educational Assessment Program fourth grade reading test for two of the last three years. This information is indicated in pink.

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Other information presented on these tables identifies Local Education Agencies (LEAs) and Public School Academies (PSAs) that have:

- High percentage or number of Native American student population (red)
- An Empowerment Zone or Enterprise Community (green)
- Eight or more buildings or 50% or more buildings in Title I School Improvement status – Section 1116 (yellow)
- 1000 or more students or 15% or more students who are counted for allocations under Title I, Part A – Section 1124 (blue)

The column labeled Section 1116 addresses the Title I School Improvement status. The first number in that column indicates the number of buildings serving K-3 students in a district. The middle number indicates the number of buildings in the district that are in School Improvement status. The last number (percent) indicates the percentage of buildings that a district has in School Improvement status.

The column labeled Section 1124 addresses the percent poverty question. Listed first is the **percentage** of low-income students in the district who are counted for allocations under Title I, Part A. The second is the **number** of low-income students who are counted for allocations under Title I, Part A

The map on page 62 displays the geographic location of the eligible LEAs and the Regional Literacy Training Centers.

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Table 18 DISTRICTS WITH HIGHEST NUMBER OF STUDENTS SCORING LOW ON 4TH GRADE MEAP TEST

	Code	District	2001	2000	1999	Emp. Zone	Sec. 1116	Sec. 1124	Partnership
	82010	Detroit City Public Schools	4,211	3,790	3,481	Yes	175/56/32%	42% / 90,314	Yes
	25010	Flint City School District	543	729	587	Yes	33/9/27%	41% / 12,478	?
	41010	Grand Rapids Public Schools	488	398	503	No	63/17/27%	26% / 9,640	Yes
	63030	Pontiac City School District	363	339	348	No	16/5/31%	37% / 6,643	Yes
	33020	Lansing Public Schools	261	346	331	No	34/13/38%	30% / 7,666	
	82160	Wayne-Westland Community Schools	240	228	209	No	18/5/28%	11% / 1,912	
	73010	Saginaw City School District	220	306	234	No	32/8/25%	39% / 5,924	
	13020	Battle Creek Public Schools	182	227	169	No	16/4/25%	36% / 3,556	
	50210	Utica Community Schools	176	222	153	No	29/15/52%	6% / 1,628	
	39010	Kalamazoo Public Schools	171	193	133	No	19/5/26%	31% / 4,868	
	82150	Taylor School District	159	184	171	No	15/5/33%	17% / 2,513	
	82070	Highland Park Public Schools	151	99	87	No	7/2/29%	49% / 1,982	Yes
	81010	Ann Arbor Public Schools	150	122	130	No	20/6/30%	10% / 1,816	
	82100	Plymouth-Canton Community Schools	136	128	99	No	14/2/14%	4% / 775	
	82095	Livonia Public Schools	132	142	110	No	23/7/30%	3% / 548	
	74010	Port Huron Area Schools	123	189	139	No	13/4/31%	19% / 2,729	
	38170	Jackson Public Schools	121	154	147	No	10/4/40%	28% / 3,047	
	82030	Dearborn City School District	118	115	146	No	18/12/71%	18% / 2,705	
	9010	Bay City Public Schools	115	151	109	No	13/5/38%	20% / 2,661	
	61010	Muskegon Public Schools	111	90	137	Yes	11/3/27%	40% / 3,177	
	28010	Traverse City Area Public Schools	111	83	68	No	18/6/33%	11% / 1,488	
	63300	Waterford School District	105	106	109	No	16/4/25%	7% / 893	
	50080	Chippewa Valley Schools	102	124	96	No	10/3/30%	6% / 672	
	81020	Ypsilanti Public School District	101	118	59	No	8/1/13%	25% / 1,600	
	63010	Birmingham City School District	96	16	17	No	10/2/20%	3% / 278	
	58010	Monroe Public Schools	96	72	95	No	10/6/60%	16% / 1,601	

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	63290	Walled Lake Community Schools	93	70	97	No	15/7/47%	6% / 690	
	63320	Huron Valley Schools	91	99	68	No	11/4/36%	5% / 578	
	70020	Holland Public Schools	89	94	49	No	10/6/60%	14% / 1,101	
	82080	Inkster City School District	88	46	68	No	0	45% / 1,400	Yes
	82130	Romulus Community Schools	86	68	66	No	5/1/20%	16% / 780	
	82090	Lincoln Park Public Schools	85	105	115	No	23/3/13%	9% / 676	
	82060	Hamtramck Public Schools	81	106	73	No	3/1/33%	41% / 1,195	
	50140	L'Anse Creuse Public Schools	81	67	52	No	11/6/55%	11% / 1,347	
	41026	Wyoming Public Schools	78	72	34	No	8/5/63%	9% / 604	
	44010	Lapeer Community Schools	72	51	61	No	12/3/25%	9% / 862	
	82966	Detroit Advantage Academy	71	not charter	not charter	No	1/1/100%	76% / 435	
	63020	Ferndale School District	71	80	70	No	6/3/50%	15% / 857	
	81070	Lincoln Consolidated Schools	71	63	55	No	4/1/25%	6% / 229	
	25240	Beecher Community School District	70	72	93	No	5/1/20%	52% / 1,812	
	74050	East China School District	70	67	44	No	6/3/50%	10% / 536	
	70070	West Ottawa Public Schools	70	84	65	No	9/3/33%	4% / 281	
	41160	Kentwood Public Schools	70	33	33	No	10/5/50%	7% / 633	
	50230	Warren Consolidated Schools	66	66	62	No	17/6/35%	5% / 891	
	61020	Muskegon Heights Public Schools	60	78	34	Yes	6/2/33%	48% / 1,489	Yes
	63200	Farmington Public Schools	60	87	64	No	16/2/13%	2% / 338	
	50160	Mt. Clemens Community Schools	58	83	51	No	0	26% / 524	
	63050	Berkley School District	57	35	18	No	5/2/40%	7% / 430	
	63130	Hazel Park City School District	57	57	38	No	8/1/13%	19% / 1,059	
	50190	Romeo Community Schools	57	35	39	No	5/1/20%	8% / 369	
	82960	Cherry Hill School of Perf. Arts	56	64	not charter	No	0	32% / 408	
	46010	Adrian Public Schools	56	64	42	No	8/4/50%	21% / 1,270	
	73080	Buena Vista School District	55	85	25	No	3/1/33%	44% / 805	Yes
	63250	Oak Park Schools	54	83	50	No	5/1/20%	21% / 1,000	
	59070	Greenville Public Schools	53	63	25	No	4/1/25%	13% / 635	
	82430	Van Buren Public Schools	53	78	77	No	6/2/33%	10% / 685	
	82110	Redford Union Schools	52	43	30	No	7/2/29%	7% / 393	
	50020	East Detroit Public Schools	50	35	41	No	8/1/13%	12% / 956	

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	11903	Benton Harbor Charter School		49	not charter	not charter	No	1/1/100%	41% / 231	
	82140	South Redford School District		49	58	26	No	4/2/50%	5% / 183	
	4010	Alpena Public Schools		49	23	52	No	10/4/40%	20% / 1,221	
	82953	YMCA Service Learning Academy		47	60	not charter	No	0	34% / 369	
	35010	Oscoda Area Schools		47	63	40	No	0	25% / 701	
	33904	Mid Michigan Public School Academy		25	58	41	No	1/1/100%	27% / 195	
	81150	Willow Run Community Schools		44	58	37	No	0	29% / 1,205	
	25030	Grand Blanc Community Schools		31	57	41	No	7/1/14%	6% / 377	
	70010	Grand Haven Area Public Schools		36	56	34	No	9/3/33%	8% / 566	
	18060	Harrison Community Schools		27	54	39	Yes	0	34% / 767	
	39140	Portage Public Schools		26	54	43	No	8/3/38%	4% / 332	
	65045	West Branch Rose City Area Schools		31	53	35	No	0	26% / 861	
	82904	Plymouth-Canton Educational Center		41	51	7	No	0	38% / 273	
	82240	Westwood Community Schools		12	51	26	No	2/1/50%	22% / 734	
	25040	Mt. Morris Consolidated Schools		42	51	not avail.	No	0	19% / 640	
	63240	South Lyon Community Schools		26	50	39	No	6/3/50%	5% / 239	
	11010	Benton Harbor Area Schools		39	113	107	No	15/3/20%	54%/4358	
	78110	Owosso Public Schools	not avail.		74	63	No	0	17%/897	
	82120	River Rouge School District		25	64	56	No	0	40%/960	
		Native American Student Population								
		50 or more students scoring low on the MEAP for 2 of the last 3 years								
		Geographic regions that include Empowerment Zones or Enterprise Communities								
		Eight buildings or 50% or more of buildings in School Improvement status								
		1,000 or more students or 15% or more students who are Title I eligible							5/20/02 4:29 PM	

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Table 19 DISTRICTS WITH HIGHEST PERCENTAGE OF STUDENTS SCORING LOW ON 4th GRADE MEAP TEST

	Code	District	2001	2000	1999	Emp. Zone	Sec. 1116	Sec. 1124	Partnership
	32040	Church School District	100	100	100	No	0	20% / 9	
	59901	Threshold Academy	80	25	60	No	0	49% / 91	
	39903	Oakland Academy	75	24	not charter	No	0	21% / 9	
	82955	Allen Academy	74.5	71	not charter	No	0	47% / 217	
	82957	Hope of Detroit Academy	68.9	66	not charter	No	0	64% / 254	
	82966	Detroit Advantage Academy	67.6	not avail.	not charter	No	Yes 100%	76% / 435	
	41917	William C. Abney Academy	66.7	94.4	52.4	No	Yes 100%	65% / 95	
	31610	Sigel Township School Dist. #3	66.7	100	not avail.	No	0	23% / 9	
	33905	Walter French Academy	65.4	70	36	No	Yes 100%	40% / 233	
	82954	Beacon International Academy	65	71.2	not charter	No	0	74% / 233	
	82918	Cesar Chavez Academy	64.8	62	49.1	No	0	57% / 439	
	63906	Pontiac Academy for Excellence	64.3	not avail.	not avail.	No	0	69% / 162	
	11903	Benton Harbor Charter School	63.6	not avail.	not charter	No	Yes 100%	41% / 231	
	33908	New City Academy	62.5	37.5	not charter	No	0	53% / 46	
	64901	Lakeshore Public School Academy	62.5	50	0	No	0	29% / 38	
	33902	El-Majj Malik El-Shabazz Academy	61.1	58.6	50	No	0	65% / 87	
	82080	Inkster City School District	59.1	34.1	43	No	0	45% / 1,400	Yes
	25904	Northridge Academy	58.3	84.6	not charter	No	0	69% / 201	
	82919	Commonwealth Com. Dev. Acad.	57.3	64.2	61.5	No	Yes 100%	51% / 352	
	30901	Sauk Trail Academy	57.1	22.2	71.4	No	Yes 100%	22% / 29	

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	82920	Elbert T. Clark Academy	55.6	67.6	not avail.	No	0	38% / 127	
	82960	Cherry Hills School of Perf. Arts	55.4	49.6	not charter	No	0	32% / 408	
	25907	Linden Charter Academy	55.2	51	not charter	No	0	24% / 124	
	17901	Bahweting Anishnabe PSA	55	25	20	No	0	8% / 15	
	82932	King Academy	55	58.6	16.7	No	0	46% / 104	
	82942	Hope Academy	54.8	58.6	Not avail.	No	0	23% / 95	
	25906	Center Academy	53.3	62.5	not charter	No	0	50% / 150	
	82070	Highland Park Public Schools	52.1	40.2	41.2	No	7/2/29%	49% / 1,982	Yes
	82959	West Village Academy	51.7	36.8	not charter	No	0	29% / 109	
	82939	Pierre Toussaint Academy	51.5	73.2	68.8	No	0	49% / 178	
	61902	Timberland Academy	51.3	52.2	Not avail.	No	0	46% / 144	
	82928	Dearborn Academy	50	50	51.4	No	0	66% / 321	
	41904	West MI Academy for Envir. Sci.	50	17	16.7	No	0	36% / 158	
	61901	Tri Valley Academy	50	68.2	66.7	No	Yes 100%	70% / 217	
	25901	Questar Academy	50	18.2	22.2	No	0	0 / 0	
	38901	Da Vinci Institute	50	77.8	50	No	0	18% / 36	
	23590	Roxand Township Schools (Oakland)	50	not avail.	not avail.	No	0	6% / 2	
	32260	Colfax Township School Dist. #1	50	25	100	No	0	6% / 3	
	82963	George Washington Carver Acad.	49.3	72.3	not charter	No	Yes 100%	50% / 283	
	82941	Star International Academy	48.9	51.7	50	No	0	67% / 280	
	73909	Francis Reh Public School Academy	47.6	68.2	57.7	No	0	63% / 162	
	82949	Center for Literacy & Creativity	46.7	0	50	No	0	32% / 53	
	82937	George Crockett Academy	46.5	50	68.4	No	0	52% / 185	
	73908	Mosaica Academy of Saginaw	45.9	75	48.8	No	0	59% / 249	
	63904	Academy of Lathrup Village	45.8	28.9	39.3	No	0	42% / 250	
	25909	Burton Glen Charter	44	16.7	not charter	No	0	18% / 72	
	81902	Central Academy	43.8	26.7	35.3	No	Yes 100%	59% / 163	
	73080	Buena Vista School District	43.3	66.4	26.3	No	3/1/33%	44% / 805	Yes

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	82913	Woodward Academy		43.2	52.3	30.9	No	0	20% / 144	
	33903	Sankofa Shule Academy		42.9	24	14.3	No	0	29% / 53	
	63030	Pontiac City School District		41.3	40	37.4	No	16/5/31%	37% / 6,643	Yes
	82953	YMCA Service Learning Academy		40.9	56.1	not charter	No	0	34% / 369	
	50904	Conner Creek Academy		40.6	57.9	not charter	No	0	20% / 104	
	39904	Kalamazoo Advantage Academy		40.5	57.1	48.3	No	0	65% / 347	
	82909	Academy of Detroit West		40.4	42.9	54	No	0	21% / 121	
	82904	Plymouth Educational Center		40.2	58.6	28	No	0	38% / 273	
	82916	Summit Academy		40	17.1	30	No	0	9% / 53	
	82933	Timbuktu Academy of Science & Tech.		40	87.1	42.9	No	Yes 100%	52% / 122	
	82940	Voyageur Academy		40	75	46.7	No	0	52% / 163	
	66070	White Pine School District		40	37.5	0	No	0	12% / 21	
	25240	Beecher Community School Dist.		39.8	42.6	46.3	No	5/1/20%	52% / 1,812	
	82912	Academy of Detroit-Westland		39.7	48.3	54.4	No	Yes 100%	32% / 111	
	25905	International Academy of Flint		39.3	53.7	not charter	No	0	53% / 367	
	11160	Galien Township Schools		15.2	41.7	13.6	No	1/1/100%	15% / 93	
	25010	Flint City School District		31.1	40.7	31.7	Yes	34/9/27%	41% / 12,478	?
	26901	Creative Learning Academy of Sci.		0	40	25	No	0	29% / 11	
	75100	Nottawa Community Schools		13.3	40	26.7	No	1/1/100%	38% / 163	
	12901	Pansophia Academy		37.5	66.7	42.9	No	0	36%/72	
	82908	Thomas Gist Academy		24.4	65.5	76.7	No	0	46%/180	
	82930	Dove Academy of Detroit		10.5	55.6	64	No	Yes 100%	22.6%/73	
	39901	Navigator Academy	not avail.		50	75	No	0	58%/30	
	33904	Mid-Michigan Public School Academy		36.2	48.3	42.7	No	Yes 100%	27%/195	
	52160	Wells Township Schools		20	44.4	40	No	0	17%/9	

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[illegible]

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Table 20 titled “List of Eligible Local Education Agencies for Reading First” was generated by merging the Districts with Highest Number of Students Scoring Low on 4th Grade MEAP test and Districts with Highest Percentage of Students Scoring Low on 4th Grade MEAP test. The merging identified 74 eligible LEAs for Reading First funds.

Table 20 LIST OF ELIGIBLE LOCAL EDUCATION AGENCIES FOR READING FIRST

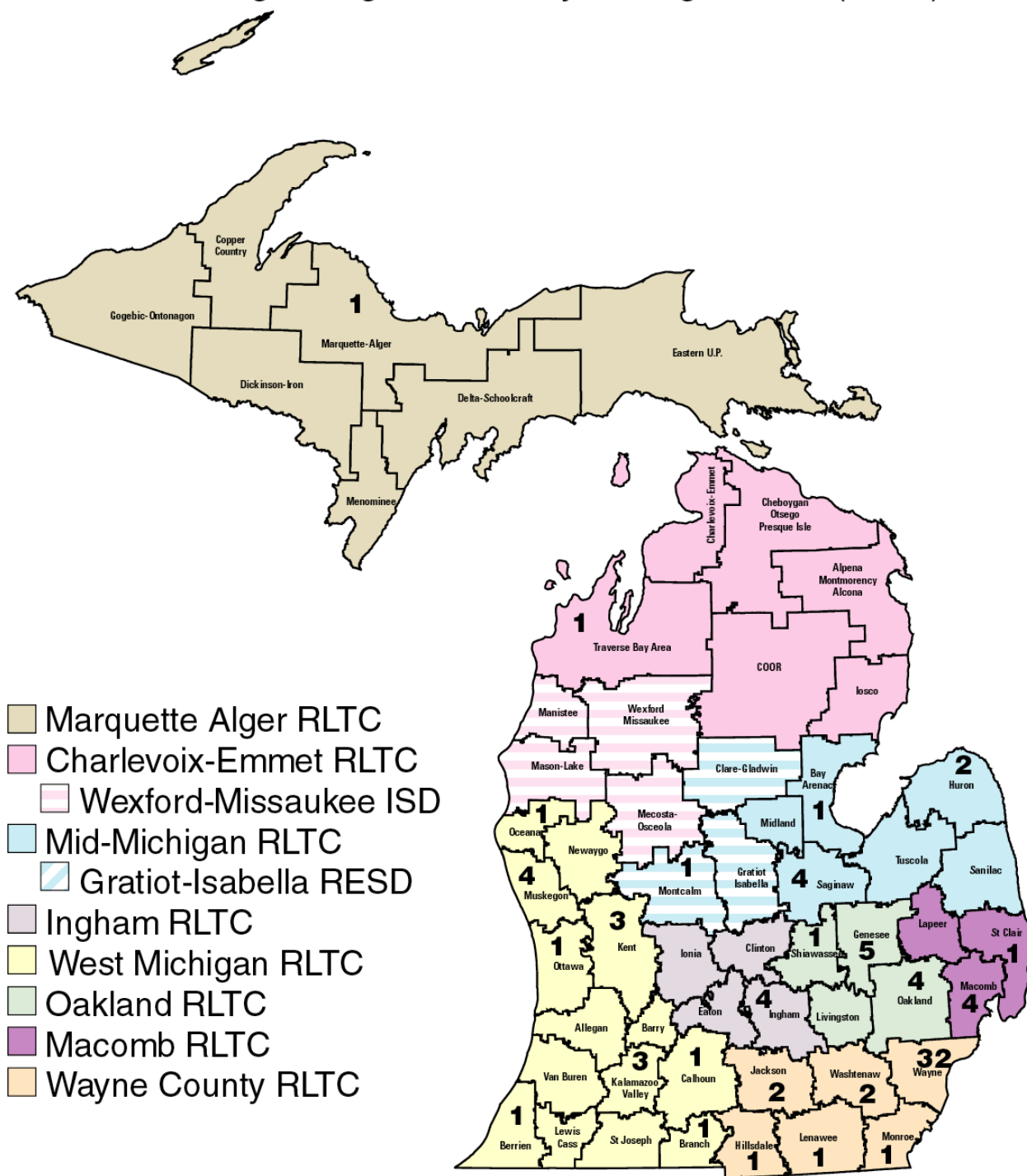
Academy of Detroit - Westland	George Washington Carver Acad.	Pierre Toussaint Academy
Academy of Detroit West	Grand Rapids Public Schools	Plymouth Educational Center
Adrian Public Schools	Hamtramck Public Schools	Pontiac City School District
Allen Academy	Hazel Park City School District	Port Huron Area School
Ann Arbor Public Schools	Highland Park Public Schools	River Rouge
Battle Creek Public Schools	Holland Public Schools	Romulus Community Schools
Bay City Public Schools	Hope Academy	Saginaw City School District
Beacon International Academy	Hope of Detroit Academy	Sauk Trail Academy
Beecher Community School District	Inkster City School District	Sigel Township School Dist. #3
Benton Harbor Public Schools	Jackson Public Schools	Star International Academy
Buena Vista School District	Kalamazoo Advantage Academy	Thomas Gist Academy
Center Academy	Kalamazoo Public Schools	Taylor School District
Center for Literacy & Creativity	King Academy	Threshold Academy
Cesar Chavez Academy	Lakeshore Public School Academy	Timberland Academy
Cherry Hill School of Perf. Arts	L'Anse Creuse Public Schools	Timbuktu Academy of Science & Tech.
Church School District	Lansing Public Schools	Traverse City Area Public Schools
Commonwealth Com. Dev. Acad.	Linden Charter Academy	Tri Valley Academy
Conner Creek Academy	Mid-Michigan Public School Academy	Utica Community Schools
Da Vinci Institute	Monroe Public School	Voyageur Academy
Dearborn Academy	Mosaica Academy of Saginaw	Walter French Academy
Dearborn City School District	Mt. Clemens Community Schools	Wayne-Westland Community Schools
Detroit City Public Schools District	Muskegon Heights Public Schools	Wells Township
Dove Academy of Detroit	Muskegon Public Schools	William C. Abney Academy
El-Majj Malik El-Shabazz Academy	Navigator Academy	Woodward Academy
Ferndale School District	Northridge Academy	Wyoming Public Schools
Flint City School District	Oak Park Schools	YMCA Service Learning Academy
Francis Reh Public School Academy	Owosso Public Schools	Ypsilanti Public School District
George Crockett Academy	Pansophia Academy	

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LEAs with:

- * 40% or more students or 50 or more students scoring low on the MEAP for 2 of the last 3 years; **and**
- * Geographic regions that include Empowerment Zones or Enterprise Communities; **or**
- * 1,000 or more students or 15% or more students who are Title 1 eligible; **or**
- * Eight buildings or 50% or more of buildings in School Improvement status.

Michigan Regional Literacy Training Centers (RLTC)



Map 1

Numbers on the map equal the number of eligible Local Education Agencies in each regional area

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The 74 LEAs identified on Table 21 represent 10% of the total 726 LEAs (including Public School Academies) in Michigan. Thirty-seven (37) of the eligible LEAs are local K-12 districts and represent 7% of the total number of K-12 districts. Thirty-seven (37) of the eligible LEAs are Public School Academies and represent 22% of the 171 Public School Academies in Michigan.

Table 21

Total # of LEAs	# of Eligible LEAs	Total # of PSAs	# of Eligible PSAs	Total # of LEAs/PSA	Total # of Eligible LEAs/PSAs
555	37 (7%)	171	37 (22%)	726	74 (10%)

Employing the criteria for determining eligibility resulted in no schools identified in the upper peninsula of Michigan and few schools in northern lower peninsula or mid-Michigan. Although there are districts in more rural regions of Michigan, they were beneath the “radar screen” of Reading First eligible schools because they have so few students in the low performance category of the MEAP fourth grade Reading test.

Demographically, the eligible school districts are described as follows: (see Appendix F for description of the coding)

20.5%	Large City
36.1%	Mid-Size City
38.6%	Urban Fringe of a Large City
20.2%	Urban Fringe of a Mid-Size City
0%	Large Town
6%	Small Town
7.2%	Rural, outside a Metropolitan Statistical Area
18.9%	Rural, inside a Metropolitan Statistical Area
9.6%	Units that cannot be assigned a code
<hr/> 157.1%	Total

The total of this column is greater than 100% since Local Education Agencies can have buildings within their boundaries that fall in multiple categories/classification. This listing provides an approximation of the geographical composition of the eligible school districts.

STATE CRITERIA FOR AWARDING SUBGRANTS

The Reading First grant announcement to LEAs and application form are included in Appendix G of this application.

All applications will be evaluated using a peer review system. Award selections will be based on merit and quality, as determined by points awarded for the Review Criteria section and all relevant information. The rubrics (found in the Announcement Packet for the 2002-2003 Reading First grants, Part IV, pages 12 - 25) will be used as a rating instrument in the review process. All funding will be subject to approval by the Superintendent of Public Instruction. All applicants will be notified of the Superintendent's action.

Included in the Reading First LEA application is Michigan's Library Survey. Of particular interest is students' access to print materials and the use of engaging reading materials that promote reading.

All proposals will be evaluated according to the review criteria as established by the Michigan Department of Education Competitive Grant Review Process (Appendix I).

In addition to the review criteria in Part IV of the subgrant, the State Superintendent of Public Instruction may apply other factors in making funding decisions, such as: (1) geographical distribution; (2) duplication of effort; (3) duplication of funding; and (4) evidence that an applicant has performed satisfactorily on previous projects.

GRANT REVIEWERS

The Michigan Department of Education has designated a panel of peer reviewers who have knowledge of scientifically based reading research and extensive knowledge of Reading First requirements. The panel will consist of one expert from a university who is knowledgeable in scientifically based reading research; one representative from the Michigan Department of Education (from the Office of School Excellence, the Office of Field Services, Early Childhood and Parenting Programs, or from the Office of Special Education); one representative from a community partnership; and one representative from an intermediate school district or local education agency. In addition, this review panel will attend a training session prior to reviewing proposals and will use a consensus process to enhance reviewer reliability of the final score. Persons involved in the development of a proposal or associated with a district submitting a proposal may not serve as readers.

A grant review committee, composed of members of the Michigan Reading First Management Team and other qualified readers, utilizing clearly articulated review criteria procedures, shall evaluate the applications and rate each on the basis of quality

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and sustainability. The categories and rubrics for scoring are delineated in the Reading First Subgrant Announcement located in Appendix G.

Each eligible LEA must specify which of their eligible school buildings will receive services, the LEA's capacity to serve the proposed Reading First schools, and the criteria used by the LEA in the selection of buildings. Michigan's Reading First subgrant reviewers will evaluate the quality of the strategy used by the LEA in identifying schools to be served and the LEA's plan to serve schools that will not be designated Reading First schools but meet eligibility criteria. The review criteria are in the LEA application.

The subgrant application approval will result in LEAs and schools that can be readily implemented and comply with assurances in the following areas:

SPECIFIC PROGRAM ASSURANCES

Assessments—The Local Education Agency will:

- 1) Assure the State that screening, diagnostic, and classroom based instructional assessments are utilized as identified by the State as in the ITBS, or are aligned with scientifically based reading research, are valid and reliable, and are aligned with the instructional program.
- 2) Assure the State that year-end ITBS testing will include children with disabilities and English Language Learners.
- 3) Have a clear schedule for assessments and using assessments that are appropriate for the skills and goals of particular grades.
- 4) Use assessments to inform instruction and make decisions about appropriate interventions, programs and strategies.
- 5) Meet the needs of all K-3 students both in accelerating performance and monitoring progress of their literacy.
- 6) Assure the State that the LEA will provide the funding for purchasing and administering the ITBS, DIBELS (or an acceptable substitute), and screening or diagnostic tests; for staff trained in diagnostic assessments, including sufficient time to provide timely and thorough assessments of children's learning capabilities.
- 7) Assure the State that the LEA will report reading achievement data from both the ITBS and DIBELS (or an acceptable substitute) the Reading First Management Team.
- 8) Assure the State that the LEA will participate in the national evaluation of Reading First.

Instructional Program—The Local Education Agency will:

- 9) Implement reading programs that are based on scientifically based reading research from the state list of resources of options of comprehensive programs that provide instruction to all K-3 students.
- 10) Employ instructional strategies to teach the five essential components of reading and effective program elements.

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11) Assure the State that each RF classroom (K-3) will set aside a 90-minute block of time each morning for reading and language arts. Two hours are considered desirable, but 90 minutes are required.

12) Align the scientifically based reading program with Michigan's standards and MEAP assessment.

13) Select and implement scientifically based instructional materials including supplementary materials and intervention programs from the list provided by Michigan (as earlier discussed in the State Outline), and integrate the materials with a comprehensive reading program.

14) Use such materials for their intended purpose and align materials with a coordinated instructional sequence, practice opportunities, and explicit instruction.

Instructional Leadership—The Local Education Agency will:

15) Identify instructional leadership in literacy including designated individuals with sufficient time and expertise to provide leadership and authority to make decisions to: provide training for principals and building leaders; provide training in the essential components of reading and application to instructional programs for teachers within the RF schools and outside of the RF schools; align the reading curriculum to the Michigan Standards and MEAP; evaluate district and school reading progress; analyze achievement data; ensure that teachers are certified; ensure K-3 class sizes of 21 or less students per teacher; ensure instructional leadership continuity; coordinate existing resources; maximize community resources; and employ a school improvement plan to address literacy.

Professional Development—The Local Education Agency will:

16) Assess professional development needs, deliver and sustain meaningful professional development provided by qualified, experienced trainers in the essential components of reading instruction; scientifically based instructional programs, materials, and strategies; and screening, diagnostic, and classroom based instructional assessments to the K-3 teachers, to K-12 special education teachers, and to administration.

17) Articulate a full range of professional development experiences with sufficient time for teachers to study, observe, practice, apply and evaluate their implementation of strategies and methodologies.

How are eligible districts notified regarding the subgrant application process? (Appendix H)

February 5, 2002, in the Michigan Department of Education's Flash Fax, the State Superintendent, Mr. Tom Watkins, announced Reading First to Local Education Agency Superintendents and Public School Academy Chief Academic Officers.

April 11, 2002, the State Board of Education received a report regarding Reading First including its intent, the eligibility requirements, identified eligible schools and the proposed subgrant application. The State Board of Education approved for the criteria for writing the LEA grant application. The Board meeting agenda and minutes are published on the Michigan Department of Education web site for public accessibility.

May 1, 2002, the eligible Reading First school districts notified.

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May 6, 2002, a press release regarding the Reading First grant sent.

May 13, 2002, the draft grant application posted on the Michigan Department of Education web site

June 10, 2002 LEA subgrant applications are due to Michigan Department of Education

What grant writing assistance will be available? (Appendix G)

A statewide pre-application workshop regarding the Reading First subgrant application was held on May 15 followed by three regional grant writing technical assistance workshops. The regional grant writing workshop dates were listed on the Michigan Department of Education web site in the State Leadership and Management section. A more complete description of the State Technical Assistance Plan is on pages 65-69.

What is the subgrant selection process and anticipated number of awards?

It is anticipated that fifty schools will be selected in year one (Cohort I) and twenty-five additional schools in year two (Cohort II). After the end of year three, a new grant competition for all eligible Reading Schools will be held, pending award of Reading First funds to Michigan for the years 4, 5, and 6.

Assurance of sufficient size and quality

In year 1, the range of funding for the subgrant awards is \$112,500 to \$600,000 contingent on the number of K-3 students in the eligible Reading First buildings. Year 1 funding is based on \$750 per K-3 student. Years 2 and 3 based on \$525 per K-3 student. This funding allowance is based on the purchase of materials, securing a Reading First Literacy Coach, professional development of administrators, teachers including special education teachers and literacy paraprofessionals, and purchase of standardized reading assessments and data tapes.

If the Title I allocation to the district is greater than the Reading First allocation, additional Reading First funds will be provided to match the Reading First allocation with the Title I allocation. The additional Reading First monies are designated to enhance the following categories:

- Building and/or classroom libraries;
- Technology for students and teachers that address the five essential components of reading and that is based on scientific reading research
- Programs to enhance family literacy and provide research based training for parents in how to support children at home;
- Additional professional development for paraprofessionals in the essential components of reading instruction; and/or
- Additional resources based on scientifically based reading research

The evaluation of each subgrant application by a team of well trained and knowledgeable reviewers employing the rubrics from the subgrant application is expected to ascertain the level of quality of the applications. Readiness for implementation is another layer of evaluation that will be considered by the reviewers based on the application submitted.

Who will review the subgrant applications?

The Michigan Department of Education has designated a panel of peer reviewers who have knowledge of scientifically based reading research and extensive knowledge of Reading First requirements. The panel will consist of one expert from a university who is knowledgeable in scientifically based reading research; one representative from the Michigan Department of Education (from the Office of School Excellence, the Office of Field Services, Early Childhood and Parenting Programs, or from the Office of Special Education); one representative from a community partnership; and one representative from an intermediate school district or local education agency. In addition, this review panel will attend a training session prior to reviewing proposals and will use a consensus process to enhance reviewer reliability of the final score. Persons involved in the development of a proposal or associated with a district submitting a proposal may not serve as readers.

What training will the reviewers receive?

To ensure reader reliability and quality of applications awarded RF funds, a mandatory reviewer training session will be provided prior to the readers reading the subgrant applications. See Appendix I for description of Michigan's Grant Application Review Process.

STATE LEADERSHIP AND MANAGEMENT

BUILDING STATEWIDE INFRASTRUCTURE

Michigan's Reading Leadership Team

To ensure the implementation of *Making Reading First in Michigan*, Governor Engler appointed 15 individuals to the Reading Leadership Team, which monitors and examines the scientific base for instruction in schools that need to improve reading achievement. All terms are at the pleasure of the Governor. The Reading Leadership Team convened on May 21, 2002. (Appendix M)

Members of the **Reading Leadership Team** are:

Tamara Artis, of Kalamazoo, is a first grade teacher at Bangor Primary. She is appointed to represent teachers.

E. Sharon Banks, Ed.D., of Lansing, is superintendent of Lansing Public Schools. She is appointed to represent eligible local educational agencies.

Sen. Loren Bennett, of Canton, is a Michigan State Senator. He is appointed to represent the chairman of the Senate Education Committee.

Terrence C. Campbell, of Canton, is the principal of adult education at Dearborn Public Schools. He is appointed to represent adult education providers.

Rep. John Hansen, of Dexter, is a Michigan State Representative. He is appointed to represent the ranking member of the House Education Committee.

Rep. Wayne Kuipers, of Holland, is a Michigan State Representative. He is appointed to represent the chairman of the House Education Committee.

Sen. Gary Peters, of Bloomfield Township, is a Michigan State Senator. He is appointed to represent the ranking member of the Senate Education Committee.

Al Pscholka, Jr., of Stevensville, is executive director of Community Partnership for Lifelong Learning. He is appointed to represent community-based organizations.

Sister Marie Schoenlein, O.P., of Detroit, is director of the Dominican Literacy Center. She is appointed to represent family literacy service providers.

Jacquelyn J. Thompson, of Lansing, is director of special education and early intervention services at the Michigan Department of Education. She is appointed to represent state directors of federal of state programs.

Kim Towne, of Highland, is a paraeducator at the Apollo Elementary School in Huron Valley. She is appointed to represent instructional aides.

Dorothy VanLooy, of East Lansing, is director of the office of field services for the Michigan Department of Education. She is appointed to represent state director of federal or state programs.

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Linda K. Wacyk, of Grand Ledge, is a publications editor on educational topics and a Grand Ledge Public Schools school board member, as well as a mother of four. She is appointed to represent parents.

Thomas D. Watkins, Jr., of Northville, is superintendent of public instruction for the state of Michigan. He is appointed to represent the superintendent of public instruction.

Michael Williamson, of Northville, is chief academic officer of Help One Student to Succeed (HOSTS). He is appointed to represent private professional development providers.

The focus of this inaugural meeting of the RLT included:

- Reading First goals and requirements;
- Establishing a mission statement for the RLT;
- Proposed team activities and timeline;
- Linking Michigan's reading and literacy activities;
- Timeline for implementation of *Making Reading First in Michigan*; and
- Resources for the RLT.

The responsibilities of the Reading Leadership Team are to:

- Monitor and examine the scientific base for instruction in schools that need to improve reading achievement;
- Coordinate the development of the *Making Reading First in Michigan* application;
- Monitor coordination of Reading First funds with other Federal, State, and local funds aimed at improving reading achievement;
- Provide oversight of the *Making Reading First in Michigan* plan;
- Evaluate the quality and implementation of the plan; and
- Recommend action as necessary to achieve the goal of *Making Reading First in Michigan* – to have all children read on grade level or above.

The mission of the Reading First Leadership Team, established by the Governor of Michigan together with the Superintendent of Public Instruction, is to ensure successful implementation, oversight, and evaluation of *Making Reading First in Michigan* which guarantee all students reading at or above grade level by the end of third grade.

It was established at the first meeting that the Reading Leadership Team will meet quarterly to fulfill its responsibilities. It is anticipated that the Reading Leadership Team will oversee the implementation of Michigan's plan throughout the duration of Reading First in Michigan

The statewide inauguration of *Making Reading First in Michigan* will be at the Governor's Education Summit in the fall, 2002 with progress updates annually thereafter.

Michigan Department of Education Reading First Personnel

The details of actually implementing the *Making Reading First in Michigan* plan will be administered by Michigan Department of Education personnel:

Sue Carnell, Director, Office of School Excellence
Faith Stevens, English Language Arts/Reading First Consultant

Dr. Joanne Carlisle will serve as the Reading First Technical Assistant to the Michigan Department of Education and Dr. Steven Schilling will serve as the Michigan's Reading First Evaluation Consultant. Resumes of these four individuals are found in Appendix N.

Michigan's Reading First Management Team

Michigan's capacity to manage the Reading First plan will rely significantly on the Michigan Reading First Management Team. To assist the Michigan Department of Education staff in detailing the various components of implementation of *Making Reading First in Michigan* plan, a management team has been established. This Michigan Reading First Management Team convenes minimally once per month, or as otherwise needed, to plan and carryout the technical assistance to the eligible Reading First schools and districts; receive the UM evaluation reports; and monitor, coordinate, and recommend adjustments to ensure successful implementation of Michigan's Reading First plan. This team is composed of individuals who attended the Reading First Leadership Academy and have deep knowledge about literacy and/or hold administrative positions. The members of the Michigan Reading First Management Team are:

Linda Brown, Assistant Director, Office of Field Services, Michigan Department of Education

Ken Burnley, Chief Executive Officer, Detroit Public Schools

Bill Bushaw, Chief Academic Officer, Michigan Department of Education

Sue Carnell, Director, Office of School Excellence, Michigan Department of Education

Joanne Carlisle, Co-Director of Center for Improving Early Reading Achievement and Professor of Education, University of Michigan

Audrey Fitzgerald, Executive Director, Reading, Literacy, and Numeracy, Detroit Public Schools

Mildretta Hughes, Director, Reading, Literacy, and Numeracy, Detroit Public Schools

Scott Jenkins, Education Policy Coordinator, Governor Engler's Office

Caryn King, Professor, Graduate School of Education, Grand Valley State University

Elaine Madigan, Acting Chief Academic Officer, Michigan Department of Education (replacing Bill Bushaw as of June, 2002)

Faith Stevens, Reading First Coordinator, Michigan Department of Education

Thomas D. Watkins, Jr., Superintendent of Public Instruction, Michigan Department of Education

Kim Harding Wells, Education Policy Coordinator, Governor Engler's Office (replacing Scott Jenkins as of June, 2002)

Reading First Facilitators

Furthermore, one full time equivalent Reading First Facilitator (draft job description Appendix K), contracted by Michigan Department of Education, will be assigned four to six buildings. Number of buildings assigned will be determined by size of building and distance between buildings. As Michigan adds more Reading First school buildings, additional Reading First Facilitators will be added to maintain the one facilitator to four to six buildings ratio. These facilitators are responsible for on-going technical assistance by:

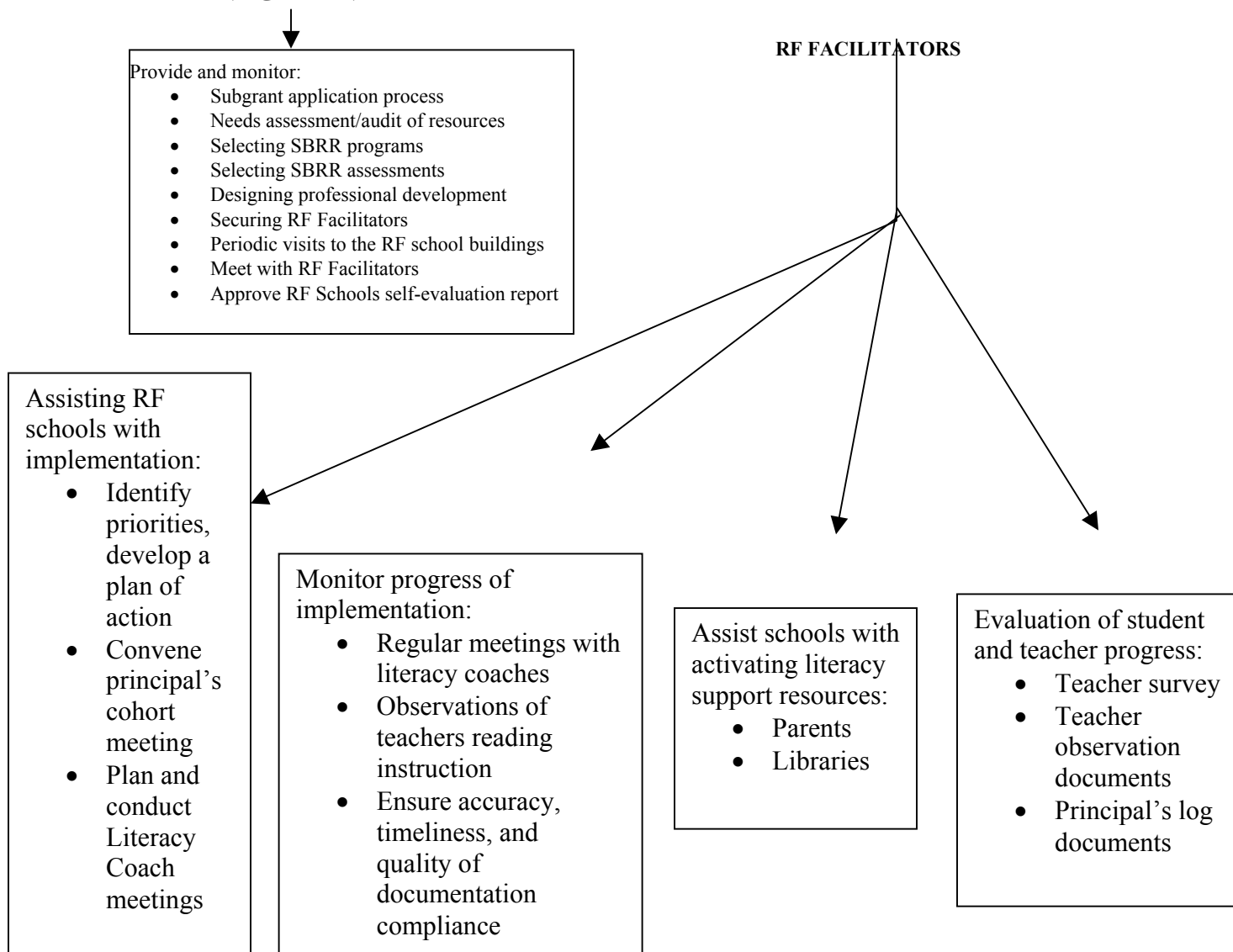
- meeting with Reading First Literacy Coaches at least twice monthly per building;
- meeting with Reading First Literacy Coaches Cohort once monthly
- meeting with Reading First building administrator twice monthly or more if necessary;
- meeting with Reading First Administrators Leadership Academy three times per year, or more if necessary;
- convening Reading First Principals Cohort once per month;
- ensuring the buildings and LEAs implementation of the Reading First plan through on-site visits;
- documenting effective uses of the 90+ minutes of uninterrupted reading block;
- assisting with professional development training at the building and/or district level including K-3 teachers in Reading First buildings and K-12 Special Education teachers in the district;
- distributing and collecting required evaluation data, including the Teacher Surveys three times a year, from the Reading First Literacy Coaches;
- assisting with the challenges pertaining to RF implementation at the building, district, and regional level;
- monthly reporting to the Michigan Reading First Management Team regarding progress of the schools and districts in implementation of the Reading First plan; and
- utilizing the monitoring tools for collecting implementation and progress information.

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Table 22 provides a visual of some of the key elements of Michigan's Reading First Management Plan.

Table 22 **MICHIGAN'S READING FIRST MANAGEMENT PLAN**

RF MANAGEMENT TEAM



What is the timeline for carrying out activities related to the administration of the Reading First program?

The following table (Table 23) provides a description of the various activities necessary for the administration and implementation of *Making Reading First in Michigan*.

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Table 23

Group	# of meetings (#days)	Interval of Meetings	Purpose
Reading First Grant Applicants	4 opportunities for Technical Assistance with additional scheduled appointments	May 15 May 22, 23, and 24 regional half-day meetings	Grant Criteria Explanation
Regional Assistance to Reading First Grant Applicants	3 (time at applicants discretion) opportunities regionally before and after TA grant writing meeting	May 22, 23 and 24 regional half-day meetings	Detailed grant criteria explanation and opportunity to review publisher's materials
Reading First Facilitators Each Facilitator is responsible for professional development and support of 5 Reading First schools.	19 meetings (27 days) Additional days as needed based on individual school's implementation challenges.	Three 3-day (9 days total) training sessions by Sopris West during August, September, and October. 5 additional monthly meetings between November and May with the RFMT. Teacher interviews and collection of teacher surveys in fall, winter, and spring. Data sent to U of M evaluation team	Sopris West for professional development in the essential components of literacy instruction and assessment *Problem solving *Monitoring status of implementation to assure consistent cohesive statewide implementation * Data gathering *Building level schedule provides the coaching opportunities with the literacy leadership team

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Group	# of meetings (#days)	Interval of Meetings	Purpose
		<p>9 meetings with building Reading First Literacy Coaches and/or Literacy Leadership Team members</p> <p>2 meetings with Central Office administration cohort</p> <p>Reading First Facilitators are providing coaching support once a week in each of the buildings assigned for support (5 buildings with the days for other meetings distributed equally between buildings)</p> <p>Three times during the year the RF Facilitators convene literacy coaches from their 5 buildings together</p> <p>Spring celebration – all Reading First participants and RFMT meet</p>	<p>necessary to support implementation of reading instruction, assessment, and evaluation activities.</p> <p>15 days in the buildings coaching with some member of the literacy team or classroom teachers</p> <p>To support the establishment of a Reading First literacy network</p> <p>To support the implementation and achievements of <i>Making Reading First in Michigan</i></p>
Reading First Literacy Coach		Coaching daily during literacy block in a classroom	Modeling and clarifying literacy knowledge and implementation of program, assessment, and evaluation.

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Group	# of meetings (#days)	Interval of Meetings	Purpose
		<p>Collaboratively facilitating Literacy Team Meetings</p> <p>Meeting with all grade level staff once a week. Every grade once a month</p>	<p>Assuring program focus, alignment and teacher support</p> <p>Facilitating the development of a professional learning group, analysis of student learning and growth of teacher's instructional strategies with a developmental perspective.</p>

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The following diagram demonstrates the connections existing between each group of people, from those who meet with the children daily to the state level participants in the *Making Reading First in Michigan* plan. Each group of participants need to be addressed regarding their role and support for implementing their role in the literacy effort.

Reading Leadership Team

Michigan Reading First Management Team

<u>For Reading First Schools</u>	<u>For non-Reading First Schools</u>
Reading First Facilitators	Regional Literacy Training Centers
Central Office Leadership	RLTC Training Team
Reading First School Buildings Literacy Leadership Team (Principal and RF Literacy Coach)	Train teacher and administrators in non-Reading First schools
Classroom Teachers Special Education Teachers	Classroom Teacher Special Education Teachers
Title I Teacher Librarian/Media Specialist	Title I Teacher Librarian/Media Specialist
Literacy Paraprofessionals	Literacy Paraprofessionals
Tutors/Volunteers	Tutors/Volunteers

Beyond the Reading First schools and districts, Michigan's plan extends the knowledge of scientifically based reading instruction statewide. By utilizing the existing structure of the eight Regional Literacy Training Centers, a team from each center will be trained in the LETRS training conducted by Dr. Anne Cunningham. This training will transpire the same weeks of the LETRS training for the Reading First Literacy Coaches and Facilitators. Each RLTC will submit a Regional Literacy Training Plan for their region to the Michigan Reading First Management Team. The plan is to articulate the systematic dissemination of scientifically based reading research.

Institutions of higher Education are also invited to send a representative to the LETRS training. They will participate in the training with the RLTC teams. By connecting the LETRS training to the institutions of higher education teacher training units and the Regional Literacy Training Centers, Michigan will extend the scientifically based reading research network throughout the state.

Additional statewide implementation mechanisms include distance learning modules via web-based delivery system, working with Sustained Learning, and Title I programs which have statewide impact.

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STATE TECHNICAL ASSISTANCE PLAN

How will Michigan provide technical assistance to LEAs and schools participating in Reading First?

Technical assistance will be in a variety of forms and categories related to particular parts of the subgrant application process and subsequent implementation of the plan. To clarify the levels of technical assistance, the following identifies tiers of support and monitoring that will ensue:

1. Technical assistance to the eligible LEAs for the subgrant application through the grant workshop held on May 15, 2002 in Lansing.
2. Technical assistance to the eligible LEAs regarding shaping their plan and proposal to the State. Three regional grant writing workshops will be convened. The dates and locations are:

May 22	Saginaw
May 23	Kalamazoo
May 24	Dearborn
3. Technical assistance to individual LEAs on an appointment basis .
4. Upon being awarded Reading First funds, the LEA will receive administrative technical assistance provided by the Michigan Reading First Management Team and the Reading First Facilitators to the Reading First school buildings and LEAs in overseeing the implementation of the LEAs Reading First plan. This includes assistance to school buildings in selecting their Reading First Literacy Coaches, selecting materials and assessments based on scientifically based reading research, designing professional development, and developing strategic literacy plans to achieve exponential literacy growth.
5. The Sopris West trainer of trainers program for LETRS and DIBELS includes technical assistance regarding instruction and assessment.
6. The Reading First Facilitators and the University of Michigan's Institute for Social Research will provide technical assistance to the Reading First school buildings in the administering, collecting, and analyzing of assessments and evaluation.
7. Technical assistance through grant writing workshops will be available to LEAs pursuing a Reading First grant application in winter of 2003 and in winter of 2005. for Phases II and III of *Making Reading First in Michigan*.
8. Reading First Facilitators and Michigan's Reading First Management Team will provide on-going support and monitoring of progress in implementation of *Making Reading First in Michigan*.

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Tiers One and Two (Table 24) of the Technical Assistance will take the form of grant writing workshops. In the Tier One workshop, the eligible LEAs have been invited specifically to attend. The content of the workshop includes a clear explanation of the purpose and goal of Reading First, description of the application process, eligibility criteria, the needs assessment, materials adoption needs and timeline, professional development, assessment, and assurances. This workshop was conducted by Faith Stevens, Michigan Department of Education, English Language Arts Consultant for Reading First.

The Tier Two workshops, of which there will be three held in different geographical regions of the Lower Peninsula of Michigan, are designed to provide more specificity and guidance to the LEAs in utilizing the information from their needs assessment to develop their plans. Eligible applicants will have the opportunity to schedule appointments for additional one-on-one grant writing technical assistance.

The accompanying chart provides a timeline for the specific activities and identification for the first and second tier of technical assistance.

Table 24 **Tier One and Two Technical Assistance**

Conference	Purpose	Date	Location
Reading First Preproposal Conference	Explanation of the Reading First grant including purpose and specific criteria	May 15, 2002 9 am-4 pm	Holiday Inn West Lansing, Michigan
Regional Technical Assistance for Reading First LEA grant writing	Support the LEAs technical needs in writing a grant specifically for Reading First	May 22, 2002 9 am-12 pm and additional time by appointment. Materials exhibit	<i>Mid-Michigan</i> Saginaw Intermediate School District Saginaw, Michigan
Regional Technical Assistance for Reading First LEA grant writing	Support the technical needs in writing a grant specifically for Reading First	May 23, 2002 9 a.m.-12 p.m. and additional time by appointment. Materials exhibit	<i>West Michigan</i> Kalamazoo Regional Educational Service Agency Kalamazoo, Michigan
Regional Technical Assistance for Reading First LEA grant writing	Support the technical needs in writing a grant specifically for Reading First	May 24, 2002 9 a.m. – 12 p.m. and additional time by appointment Materials exhibit	<i>Southeast Michigan</i> Holiday Inn Fairlane Dearborn, Michigan

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Once the Reading First subgrants are awarded, technical assistance involves assisting the LEA and Reading First school buildings in managing their plan, securing a Reading First Literacy Coach. Reading First Literacy Coaches must participate in the professional development arranged through Sopris West for August, September, and October, 2002. The focus of the training is on teaching and assessing in the five essential components of reading using the LETRS modules developed by Louisa Moats. (Appendix J). The first group of participants will be the Reading First Literacy Coaches and the five Reading First Facilitators. The Reading First Literacy Coaches will have responsibility as articulated in the draft Reading First Literacy Coach job descriptions (Appendix K):

- training K-3 teachers including all special education teachers in the use of the LETRS program;
- facilitating grade level meetings using case studies where teachers share various literacy experiences including flow of reading instruction, instructional decision-making and flexible grouping, and focus on student performance through analysis of assessment data;
- providing leadership in the school for the understanding and implementation of the Reading First plan;
- distributing and collecting required evaluation data including surveys, test booklets;
- modeling teaching strategies;
- ensuring teachers use of appropriate text materials and securing materials as necessary;
- ensuring 90+ minutes of uninterrupted reading block; and
- monitoring the explicit teaching the five essential components of reading.
- supporting teachers who are having difficulty implementing components of the Reading First plan

The Reading First Facilitators will provide technical assistance as earlier explained in their job description.

Technical assistance is also provided to assessment and evaluation. The contract with University of Michigan's School of Education's Institute for Social Research (Appendix L) provides assistance by evaluating the teacher surveys, standardized test results, and DIBELS data. Each fall, winter, and spring, the Reading First Facilitators will visit each Reading First school to observe, interview, and collect data including teacher surveys and DIBELS data. This information will then be analyzed and compiled into reports for the Michigan Reading First Management Team, the Reading Leadership Team, and the Reading First schools and districts.

As eligible LEAs prepare for submitting applications in winter, 2003 and winter, 2005, Michigan will provide further grant writing technical assistance workshops.

BUDGET

Reading First funds to the Reading First LEAs will be awarded on a per K-3 pupil allocation. Year 1 funding is based on \$750 per K-3 student allocation. Years 2 and 3 funding is based on \$525 per K-3 student allocation. Reading First allocation will meet or exceed most of the Reading First districts' Title I allocation. If the Title I allocation is greater than the Reading First allocation, additional funds will be provided to match the Reading First allocation with the Title I allocation. The additional Reading First monies are designated to enhance the following categories:

- Building and/or classroom libraries;
- Technology for students and teachers that address the five essential components of reading and that is based on scientific reading research
- Programs to enhance family literacy and provide research based training for parents in how to support children at home;
- Additional professional development for paraprofessionals in the essential components of reading instruction; and/or
- Additional resources based on scientifically based reading research

The Reading First school building allocation funding will be based on the following groups to better ensure equitable distribution of Reading First monies.

GROUP	# of STUDENTS	YEAR 1	YEARS 2 and 3
1	1 - 150	\$112,500	\$78,750
2	151 – 300	\$225,000	\$157,500
3	301 – 500	\$375,000	\$262,500
4	501 - 800	\$600,000	\$420,000

The amounts listed above meet the required minimum amount based on the percentage of the previous year's Title I allocation for all eligible LEAs in years 1, 2, and 3, except in the case of 23 of the 83 eligible districts. Of these 23 LEAs, depending on the size of their student enrollment, the Reading First allocation could still meet the minimum amount matching or exceeding the percentage of their Title I allocation from the previous year. In the instances where the allocation does not meet this requirement, additional funding will be allocated to make up the difference. These additional funds will be used as designated above. In some cases the additional amount is a few thousand dollars, but in the case of Detroit, the allocation will need to total 28% (.284959726178726) of the \$22,778,975 (80% of Michigan's Reading First allocation), or \$6,491,090.

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L.E.A. EXPENDITURES PER BUILDING - YEAR 1	ALLOCATION		TOTAL
Group 1 (1-150 students/K-3)	\$22,778,957		\$22,778,957
Budgetary Category			
Literacy Coach – salary and benefits.	\$ 43,000		\$ 43,000
Paraprofessional Training -ESEA requirement (\$8333/professional).	\$15,000		\$15,000
Professional Development -9 days of training classroom teachers and special education teacher.	\$ 4,000		\$ 4,000
LETRS books for staff training -contract with Sopris West.	\$ 800		\$ 800
Materials – this includes textbook adoption, core instructional materials, supplementary instructional materials, classroom and library materials	\$ 22,500		\$ 22,500
Equipment - computers, connections to the internet, etc.	\$ 5,200		\$ 5,200
Assessments - ITBS test booklets Answer Booklets, through grade 3; Scoring DIBELS (\$1/student) and printing costs; Diagnostic assessments (Woodcock Johnson, Iowa Test of Basic Skills).	\$ 2,400		\$ 2,400
Team Meetings – 2 meetings per month for 9 months (includes food,	\$ 5,000		\$ 5,000

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stipends/substitutes)			
Communications – consists of parents visits (2 individuals, staff or stipends), newsletters, continuing connections, resources, video camera for training	\$ 4,800		\$ 4,800
Take Home Literacy Kits (\$30/student)	\$ 4,500		\$ 4,500
Administrator's Leadership Cohort	\$ 1,500		\$ 1,500
Administrative Support (3.5% of total costs) – Secretarial, Central Office Administration	\$ 3,800		\$ 3,800
TOTAL L.E.A. Expenditure per Building, Year 1			\$ 112,500

Revised 07/01/2002

L.E.A. EXPENDITURES PER BUILDING - YEAR 2 & 3 Group 1 (1-150 students/K-3)	ALLOCATION \$22,778,957		TOTAL
Budgetary Category			
Literacy Coach – salary and benefits.	\$ 43,000		\$ 43,000
Professional Development -training classroom teachers and special education teacher.	\$ 5,000		\$ 5,000
LETRS books for staff training -contract with Sopris West.	\$ 400		\$ 400

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Materials – this includes core instructional materials, supplementary instructional materials, and classroom and library materials.	\$ 10,000		\$ 10,000
Equipment – computers, connections to the internet, etc.	\$550		\$550
Assessments - ITBS test booklets Answer Booklets, through grade 3; Scoring; DIBELS includes printing costs; Diagnostic assessments (Woodcock Johnson, Iowa Test of Basic Skills).	\$ 2,000		\$ 2,000
Team Meetings – 2 meetings per month for 9 months (includes stipends/substitutes)	\$ 5,000		\$ 5,000
Communications – consists of parents visits (2 individuals, staff or stipends), newsletters, continuing connections, resources, video camera for training	\$ 4,000		\$ 4,000
Take Home Literacy Kits (\$30/student)	\$ 4,500		\$ 4,500
Administrator's Leadership Cohort	\$ 1,500		\$ 1,500
Administrative Support (3.5% of total costs) – Secretarial, Central Office Administration	\$ 2,800		\$ 2,800
TOTAL L.E.A. Expenditure per Building, Year 2 & 3(Group 1)			\$ 78,750

Revised 07/01/2002

L.E.A. EXPENDITURES PER BUILDING - YEAR 1	ALLOCATION		TOTAL
Group II (151-300 students/K-3)	\$22,778,957		\$22,778,957
Budgetary Category			
Literacy Coach – salary and benefits.	\$ 75,000		\$ 75,000
Paraprofessional Training-ESEA	\$30,000		\$30,000

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requirement (\$8333/professional).			
Professional Development -9 days of training classroom teachers and special education teacher.	\$ 10,000		\$ 10,000
LETRS books for staff training -contract with Sopris West.	\$ 1,500		\$ 1,500
Materials – this includes textbook adoption, core instructional materials, supplementary instructional materials, classroom and library materials	\$ 55,000		\$ 55,000
Equipment - computers, connections to the internet, etc.	\$ 10,000		\$ 10,000
Assessments - ITBS test booklets Answer Booklets, through grade 3; Scoring DIBELS (\$1/student) and printing costs; Diagnostic assessments (Woodcock Johnson, Iowa Test of Basic Skills).	\$ 4,000		\$ 4,000
Team Meetings – 2 meetings per month for 9 months (includes food, stipends/substitutes)	\$ 9,000		\$ 9,000
Communications – consists of parents visits (2 individuals, staff or stipends), newsletters, continuing connections, resources, video camera for training	\$ 10,000		\$ 10,000
Take Home Literacy Kits (\$30/student)	\$ 9,000		\$ 9,000
Administrator's Leadership Cohort	\$ 3,000		\$ 3,000
Administrative Support (3.5% of total costs) – Secretarial, Central Office Administration	\$ 8,500		\$ 8,500
TOTAL L.E.A. Expenditure per Building, Year 1 Group II			\$ 225,000

Revised 07/01/2002

L.E.A. EXPENDITURES PER BUILDING - YEAR 2 & 3 Group II (151-300 students/K-3)	ALLOCATION \$22,778,957		TOTAL
Budgetary Category			
Literacy Coach – salary and benefits.	\$ 75,000		\$ 75,000
Professional Development - training classroom teachers and special education teacher.	\$ 10,000		\$ 10,000

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LETRS books for staff training- contract with Sopris West.	\$ 800		\$ 800
Materials – this includes core instructional materials, supplementary instructional materials, and classroom and library materials.	\$ 27,000		\$ 27,000
Equipment- upgrades, maintenance, connections to the internet	\$4,300		\$4,300
Assessments - ITBS test booklets Answer Booklets, through grade 3; Scoring; DIBELS includes printing costs; Diagnostic assessments (Woodcock Johnson, Iowa Test of Basic Skills).	\$ 3,900		\$ 3,900
Team Meetings – 2 meetings per month for 9 months (includes stipends/substitutes)	\$ 9,000		\$ 9,000
Communications – consists of parents visits (2 individuals, staff or stipends), newsletters, continuing connections, resources, video camera for training	\$ 10,000		\$ 10,000
Take Home Literacy Kits (\$30/student)	\$ 9,000		\$ 9,000
Administrator's Leadership Cohort	\$ 3,000		\$ 3,000
Administrative Support (3.5% of total costs) – Secretarial, Central Office Administration	\$ 5,500		\$ 5,500
TOTAL L.E.A. Expenditure per Building, Year 2 & 3(Group II)			\$157,500

Revised 07/01/2002

L.E.A. EXPENDITURES PER BUILDING - YEAR 1 Group III (301-500 students/K-3)	ALLOCATION \$22,778,957		TOTAL \$22,778,957
Budgetary Category			
Literacy Coach – salary and benefits.	\$ 95,000		\$ 95,000
Paraprofessional Training -ESEA requirement (\$8333/professional).	\$75,000		\$75,000
Professional Development -9 days of training classroom teachers and special	\$ 20,000		\$ 20,000

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education teacher.			
LETRS books for staff training- contract with Sopris West.	\$ 3,300		\$ 3,300
Materials – this includes textbook adoption, core instructional materials, supplementary instructional materials, classroom and library materials	\$ 90,000		\$ 90,000
Equipment - computers, connections to the internet, upgrades, maintenance etc.	\$ 20,000		\$ 20,000
Assessments - ITBS test booklets Answer Booklets, through grade 3; Scoring DIBELS (\$1/student) and printing costs; Diagnostic assessments (Woodcock Johnson, Iowa Test of Basic Skills).	\$ 5,000		\$ 5,000
Team Meetings – 2 meetings per month for 9 months (includes food, stipends/substitutes)	\$ 15,000		\$ 15,000
Communications – consists of parents visits (2 individuals, staff or stipends), newsletters, continuing connections, resources, video camera for training	\$ 20,000		\$ 20,000
Take Home Literacy Kits (\$30/student)	\$ 15,000		\$ 15,000
Administrator's Leadership Cohort	\$ 4,000		\$ 4,000
Administrative Support (3.5% of total costs) – Secretarial, Central Office Administration	\$ 12,700		\$ 12,700
TOTAL L.E.A. Expenditure per Building, Year 1, Group III			\$ 375,000

Revised 07/01/2002

L.E.A. EXPENDITURES PER BUILDING - YEAR 2 &3 Group III (301-500 students/K-3)	ALLOCATION \$22,778,957		TOTAL \$22,778,957
Budgetary Category			
Literacy Coach – salary and benefits.	\$ 95,000		\$ 95,000
Professional Development -9 days of training classroom teachers and special education teacher.	\$ 24,000		\$ 24,000
LETRS books for staff training- contract with Sopris West.	\$ 1,000		\$ 1,000
Materials – this includes textbook	\$ 55,000		\$ 55,000

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adoption, core instructional materials, supplementary instructional materials, classroom and library materials			
Equipment - computers, connections to the internet, etc.	\$ 10,000		\$ 10,000
Assessments - ITBS test booklets Answer Booklets, through grade 3; Scoring DIBELS (\$1/student) and printing costs; Diagnostic assessments (Woodcock Johnson, Iowa Test of Basic Skills).	\$ 5,000		\$ 5,000
Team Meetings – 2 meetings per month for 9 months (includes food, stipends/substitutes)	\$ 15,000		\$ 15,000
Communications – consists of parents visits (2 individuals, staff or stipends), newsletters, continuing connections, resources, video camera for training	\$ 30,000		\$ 30,000
Take Home Literacy Kits (\$30/student)	\$ 15,000		\$ 15,000
Administrator's Leadership Cohort	\$ 4,000		\$ 4,000
Administrative Support (3.5% of total costs) – Secretarial, Central Office Administration	\$ 8,500		\$ 8,500
TOTAL L.E.A. Expenditure per Building, Year 2 Group III			\$ 262,500

Revised 07/01/2002

L.E.A. EXPENDITURES PER BUILDING - YEAR 1	ALLOCATION		TOTAL
Group IV (501-800 + students/K-3)	\$22,778,957		\$22,778,957
Budgetary Category			
Literacy Coaches – salary and benefits.	\$ 115,000		\$ 115,000
Paraprofessional training – ESEA requirement	\$30,000		\$30,000
Professional Development - training of classroom teachers, paraprofessionals and special education teachers.	\$ 110,000		\$ 110,000
LETRS books for staff training -contract with Sopris West.	\$ 6,600		\$ 6,600

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Materials – this includes textbook adoption, core instructional materials, supplementary instructional materials, classroom and library materials	\$ 143,000		\$ 143,000
Equipment - computers, connections to the internet, upgrades, maintenance etc.	\$ 40,000		\$ 40,000
Assessments - ITBS test booklets Answer Booklets, through grade 3; Scoring DIBELS (\$1/student) and printing costs; Diagnostic assessments (Woodcock Johnson, Iowa Test of Basic Skills).	\$ 10,000		\$ 10,000
Team Meetings – 2 meetings per month for 9 months (includes food, stipends/substitutes)	\$ 20,000		\$ 20,000
Communications – consists of parents visits (2 individuals, staff or stipends), newsletters, continuing connections, resources, video camera for training	\$ 75,000		\$ 75,000
Take Home Literacy Kits (\$30/student)	\$ 24,000		\$ 24,000
Administrator's Leadership Cohort	\$ 6,000		\$ 6,000
Administrative Support (3.5% of total costs) – Secretarial, Central Office Administration	\$ 20,400		\$ 20,400
TOTAL L.E.A. Expenditure per Building, Year 1, Group III			\$ 600,000

Revised 07/01/2002

L.E.A. EXPENDITURES PER BUILDING - YEAR 2 & 3 Group IV (501-800 + students/K-3)	ALLOCATION \$22,778,957		TOTAL \$22,778,957
Budgetary Category			
Literacy Coaches – salary and benefits.	\$ 115,000		\$ 115,000
Professional Development -9 days of training classroom teachers and special education teacher.	\$ 40,000		\$ 40,000
LETRS books for staff training -contract with Sopris West.	\$ 3,000		\$ 3,000
Materials – this includes textbook	\$ 88,000		\$ 88,000

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adoption, core instructional materials, supplementary instructional materials, classroom and library materials			
Equipment - computers, connections to the internet, upgrades, maintenance etc.	\$ 25,000		\$ 25,000
Assessments - ITBS test booklets Answer Booklets, through grade 3; Scoring DIBELS (\$1/student) and printing costs; Diagnostic assessments (Woodcock Johnson, Iowa Test of Basic Skills).	\$ 10,000		\$ 10,000
Team Meetings – 2 meetings per month for 9 months (includes food, stipends/substitutes)	\$ 20,000		\$ 20,000
Communications – consists of parents visits (2 individuals, staff or stipends), newsletters, continuing connections, resources, video camera for training	\$ 75,000		\$ 75,000
Take Home Literacy Kits (\$30/student)	\$ 24,000		\$ 24,000
Administrator's Leadership Cohort	\$ 6,000		\$ 6,000
Administrative Support (3.5% of total costs) – Secretarial, Central Office Administration	\$ 14,000		\$ 14,000
TOTAL L.E.A. Expenditure per Building, Year 2 & 3, Group III			\$ 420,000

Revised 07/01/2002

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PROFESSIONAL DEVELOPMENT Year 1 50 buildings being funded	ALLOCATION \$3,701,584	CARRY FORWARD	TOTAL \$3,701,584
Budget Category			
Contract with Sopris West- Consists of 9 days of training, 3-3 day sessions (August, September, October) for Reading First Facilitators, Literacy Coaches, RLTC team members and IHE trainers. Budget includes salary, benefits, operating expenses and equipment for 3 National Professional Development Experts.	\$ 81,000		\$ 81,000
Reading First Facilitators, Literacy Coaches, RLTC team members and IHE trainers trained in LETRS, budget includes allowance for meals, travel, and hotel, training manuals and books; approx. 10 master trainers, 50 literacy coaches, 24 RLTC members, and 6 IHE trainers.	\$283,500		\$283,500
Statewide training of an additional 4,000 teachers in LETRS, includes 4 book set @ \$80/book set per teacher.	\$320,000		\$320,000
Administrator's Training with Steve Kukic- 1 day training includes training books and stipend.	\$ 4,084		\$ 4,084
Facilitators Training- allowance of \$300/day for each participant @ 90 participants (4 day training session).	\$108,000		\$108,000
Statewide Infrastructure: Non Reading First Schools, budget includes professional development to school administrators, teachers, reading leadership in schools, and regional literacy trainers. Includes operational expenditures for 8 training centers consisting of rent, salaries and benefits for 24 staff, postage, telephone, supplies and materials.	\$2,721,000Professional development		\$2,721,000
Professional Materials, provided to Literacy Coaches: ASCD-Educational Leadership subscription, IRA-Reading Teacher subscription, and resource books.	\$ 25,000		\$ 25,000
Reading First Facilitator's Monthly meetings: 9 meetings annually, \$300 allowance per facilitator, @10 facilitators.	\$ 27,000		\$ 27,000
Indirect costs calculated at the approved Michigan DOE indirect cost of 3.7 percent	\$132,000		\$132,000
TOTAL YEAR 1			\$3,701,584

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PROFESSIONAL DEVELOPMENT Year 2 50 buildings funded in year 1; 25 new buildings added in year 2	ALLOCATION \$3,701,584	CARRY FORWARD -0-	TOTAL \$3,701,584
Budget Category			
Contract with Sopris West -consist of 9 days of training, 3-3 day sessions (August, September, October) for Reading First Facilitators, Literacy Coaches, RLTC team members and IHE trainers. Budget includes salary, benefits, operating expenses and equipment for 2 National Professional Development Experts.	\$ 54,000		\$ 54,000
Reading First Facilitators, Literacy Coaches, RLTC team members and IHE trainers trained in LETRS , budget includes allowance for meals, travel, and hotel, training manuals and books; approx. 5 reading first facilitators, 25 literacy coaches, 30 RLTC/IHE trainers.	\$189,000		\$189,000
Statewide training of an additional 4,000 teachers in LETRS , includes 4 book set @ \$80/book set per teacher.	\$320,000		\$320,000
Administrator's Training with Steve Kukic , 1 day training, includes training books and stipend.	\$ 4,084		\$ 4,084
Facilitators Training -allowance of \$300/day for each participant @ 90 participants (4 day training session).	\$ 72,000		\$ 72,000
Statewide Infrastructure: Non- Reading First Schools , budget includes professional development to school administrators, teachers, reading leadership in schools, and regional literacy trainers. Includes operational expenditures for 8 training centers consisting of rent, salaries and benefits for 24 staff, postage, telephone, supplies and materials.	\$2,785,000 Professional Development		\$2,785,000
Professional Materials , provided to literacy coaches: ASCD-Educational Leadership subscription, IRA-Reading Teacher subscription, and resource books.	\$ 37,500		\$ 37,500
Reading First Facilitator's Monthly meetings , 9 meetings annually, \$300 allowance per facilitator, @15 facilitators.	\$ 40,500		\$ 40,500
Indirect costs calculated at the approved Michigan DOE indirect cost of 3.7 percent.	\$129,577		\$129,577
TOTAL YEAR 2			\$3,631,661

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<i>PROFESSIONAL DEVELOPMENT</i> <i>Year 3</i> <i>75 buildings funded</i>	<i>ALLOCATION</i> \$3,701,584	<i>CARRY FORWARD</i> \$69,923	<i>TOTAL</i> \$3,771,507
<i>Budget Category</i>			
Reading First Facilitators continuing education, budget includes training for literacy coach/trainers, RLTC, and IHE trainers turnover, includes booklets.	\$54,000		\$54,000
Statewide training of an additional 4,000 teachers in LETRS, (includes 4 book set @ \$80/book set per teacher	\$320,000		\$320,000
Administrator's Training with Steve Kukic, 1 day training, includes training books and stipend for Steve Kukic.	\$ 4,084		\$ 4,084
Statewide Infrastructure: Non Reading First Schools, budget includes professional development to school administrators, teachers, reading leadership in schools, and regional literacy trainers. Includes operational expenditures for 8 training centers consisting of rent, salaries and benefits for 24 staff, postage, telephone, supplies and materials.	\$2,885,000 Professional Development		\$2,885,000
Professional Materials, provided to Literacy Coaches: ASCD-Educational Leadership subscription, IRA-Reading Teacher subscription, and resource books.	\$ 37,500		\$ 37,500
Reading First Facilitator's Monthly meetings: 9 meetings annually, \$300 allowance per facilitator, @15 facilitators.	\$ 40,500		\$ 40,500
Indirect costs calculated at the approved Michigan DOE indirect cost of 3.7 percent	\$125,325		\$123,620
TOTAL YEAR 3			\$3,464,704
CARRY FORWARD to Year 4			\$306,803

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PROFESSIONAL DEVELOPMENT Year 4 50 additional buildings being funded 125 buildings in total	ALLOCATION \$3,701,584	CARRY FORWARD \$306,803	TOTAL \$4,008,387
Budget Category			
Contract with Sopris West -consist of 9 days of training, 3-3 day sessions (August, September, October) for Reading First facilitators, Literacy Coaches, RLTC team members and IHE trainers. Budget includes salary, benefits, operating expenses and equipment for 3 National Professional Development experts.	\$ 81,000		\$ 81,000
Reading First Facilitators, literacy coaches, RLTC team members and IHE trainers trained in LETRS , budget includes allowance for meals, travel, and hotel, training manuals and books; approx. 10 Reading First facilitators and 50 literacy coaches.	\$189,000		\$189,000
LETRS training, continuing education budget includes training LETRS for literacy coach/trainers, RLTC, and IHE trainers turnover, based on 25 % turnover, includes booklets.	\$100,000		\$100,000
Statewide training of an additional 4,000 teachers in LETRS , includes 4 book set @ \$80/book set per teacher	\$320,000		\$320,000
Administrator's Training with Steve Kukic , 1 day training, includes training books and stipend.	\$ 4,084		\$ 4,084
Facilitators training , allowance of \$300/day for each participant @ 90 participants (4 day training session).	\$108,000		\$108,000
Statewide Infrastructure: Non Reading First Schools , budget includes professional development to school administrators, teachers, reading leadership in schools, and regional literacy trainers. Includes operational expenditures for 8 training centers consisting of rent, salaries and benefits for 24 staff, postage, telephone, supplies and materials.	\$2,885,000 Professional development		\$2,885,000
Professional Materials , provided to Literacy Coaches: ASCD-Educational Leadership subscription, IRA-Reading Teacher subscription, resource books.	\$ 68,750		\$ 68,750
Reading First Facilitator's Monthly meetings : 9 meetings annually, \$300 allowance per facilitator, @25 facilitators	\$ 67,500		\$ 67,500
Indirect costs calculated at the approved Michigan DOE indirect cost of 3.7 percent	\$141,500		\$141,500
TOTAL YEAR 4			\$3,964,797
CARRY FORWARD to Year 5			\$ 43,590

MAKING READING FIRST IN MICHIGAN

PROFESSIONAL DEVELOPMENT Year 5 125 buildings funded	ALLOCATION \$3,701,584	CARRY FORWARD \$43,590	TOTAL \$3,745,174
Budget Category			
LETRS training, continuing education budget includes training LETRS for literacy coach/trainers, RLTC, and IHE trainers turnover.	\$125,000		\$125,000
Statewide training of an additional 4,000 teachers in LETRS , (includes 4 book set @ \$80/book set per teacher	\$320,000		\$320,000
Statewide Infrastructure: Non Reading First Schools , budget includes professional development to school administrators, teachers, reading leadership in schools, and regional literacy trainers. Includes operational expenditures for 8 training centers consisting of rent, salaries and benefits for 24 staff, postage, telephone, supplies and materials.	\$2,912,500 Professional development		\$2,912,500
Professional Materials , provided to Literacy Coaches: ASCD-Educational Leadership subscription, IRA-Reading Teacher subscription, resource books	\$ 67,500		\$ 67,500
Reading First Facilitator's Monthly meetings: (9 meetings annually, \$300 allowance per facilitator, @25 facilitators)	\$ 67,500		\$ 67,500
Indirect costs calculated at the approved Michigan DOE indirect cost of 3.7 percent	\$131,100		\$129,225
TOTAL YEAR 5			\$3,621,725
CARRY FORWARD to Year 6			\$ 123,449

MAKING READING FIRST IN MICHIGAN

PROFESSIONAL DEVELOPMENT <i>Year 6</i> <i>125 buildings funded</i>	ALLOCATION \$3,701,584	CARRY FORWARD \$123,449	TOTAL \$3,825,033
<i>Budget Category</i>			
LETRS training, continuing education (budget includes training LETRS for literacy coach/trainers, RLTC, and IHE trainers turnover, based on 25 % turnover, includes booklets)	\$125,000		\$125,000
Statewide training of an additional 4,000 teachers in LETRS , includes 4 book set @ \$80/book set per teacher	\$320,000		\$320,000
Statewide Infrastructure: Non Reading First Schools , budget includes professional development to school administrators, teachers, reading leadership in schools, and regional literacy trainers. Includes operational expenditures for 8 training centers consisting of rent, salaries and benefits for 24 staff, postage, telephone, supplies and materials.	\$2,912,500 Professional Development		\$2,912,500
Professional Materials , provided to Literacy Coaches: ASCD-Educational Leadership subscription, IRA-Reading Teacher subscription, resource books	\$ 67,500		\$ 67,500
Reading First Facilitator's Monthly meetings : 9 meetings annually, \$300 allowance per facilitator, @25 facilitators	\$ 67,500		\$ 67,500
Indirect costs calculated at the approved Michigan DOE indirect cost of, 3.7 percent.	\$131,100		\$129,225
TOTAL YEAR 6			\$3,621,725
CARRY FORWARD to Year 7			\$ 123,449

MAKING READING FIRST IN MICHIGAN

<i>PLANNING, ADMINISTRATION AND REPORTING Year 1</i>	<i>ALLOCATION \$ 569,494</i>	<i>CARRY FORWARD</i>	<i>TOTAL \$ 569,494</i>
<i>Budget Category</i>			
Reading Leadership Team Meetings – budget includes hotel, meals, travel (quarterly meetings)	\$ 6,000		\$ 6,000
Reading First Management Team Meetings	\$ 6,000		\$ 6,000
Pre-service Course Alignment with SBRR & 5 Essential Components for teachers- ensure alignment with teacher certification tests, basic skills test, standards in tests distributed, and periodic review of teacher course work.	\$ 60,000		\$ 60,000
Michigan Department of Education Staff needs- budget includes salary, wages, and benefits for 2.9 staff.	\$210,000		\$210,000
Supplies and Materials- includes data processing supplies and materials, telephone expense, equipment	\$ 20,000		\$ 20,000
Postage and Printing	\$ 15,000		\$15,000
Rent – (\$3,800 per F.T.E)	\$ 11,020		\$ 11,020
Purchased Services/Contractual Services – to provide for an Administrative Advisor, professional development to MDE staff, support MEGS (Mich. Electronic Grants System).	\$185,000		\$ 185,000
Travel – provide for in-state and out-of-state travel based on Michigan rates	\$30,000		\$30,000
Indirect costs- calculated at the approved MDE indirect cost rate of 3.7 percent	\$ 20,100		\$ 20,100
TOTAL Year 1			\$563,120
Carry Forward to Year 2			\$ 6,374

MAKING READING FIRST IN MICHIGAN

<i>PLANNING, ADMINISTRATION AND REPORTING Year 2</i>	<i>ALLOCATION \$ 569,494</i>	<i>CARRY FORWARD \$ 6,374</i>	<i>TOTAL \$ 575,868</i>
<i>Budget Category</i>			
Reading Leadership Team Meetings – budget includes hotel, meals, and travel (quarterly meetings).	\$ 6,000		\$ 6,000
Reading First Management Team Meetings	\$ 6,000		\$ 6,000
Pre-service Course Alignment with SBRR & 5 Essential Components for teachers- ensure alignment with teacher certification tests, basic skills test, standards in tests distributed, and periodic review of teacher course work.	\$ 60,000		\$ 60,000
Michigan Department of Education Staff needs- budget includes salary, wages, and benefits for 2.9 staff.	\$210,000		\$210,000
Supplies and Materials- includes data processing supplies and materials, telephone expense and equipment.	\$ 20,000		\$ 20,000
Postage and Printing	\$ 15,000		\$15,000
Rent – (\$3,800 per F.T.E)	\$ 11,020		\$ 11,020
Purchased Services/Contractual Services – to provide for professional development to MDE staff.	\$ 185,000		\$ 185,000
Travel – provide for in-state and out-of-state travel based on Michigan rates.	\$30,000		\$30,000
Indirect costs- calculated at the approved MDE indirect cost rate of 3.7 percent.	\$ 20,100		\$ 20,100
TOTAL Year 2			\$563,120
Carry Forward to Year 3			\$ 12,748

MAKING READING FIRST IN MICHIGAN

<i>PLANNING, ADMINISTRATION AND REPORTING Year 3</i>	<i>ALLOCATION \$ 569,494</i>	<i>CARRY FORWARD 12,748</i>	<i>TOTAL \$ 582,242</i>
<i>Budget Category</i>			
Reading Leadership Team Meetings – budget includes hotel, meals, and travel (quarterly meetings).	\$ 6,000		\$ 6,000
Reading First Management Team Meetings	\$ 6,000		\$ 6,000
Pre-service Course Alignment with SBRR & 5 Essential Components for teachers- ensure alignment with teacher certification tests, basic skills test, standards in tests distributed, and periodic review of teacher course work.	\$ 60,000		\$ 60,000
Michigan Department of Education Staff needs- budget includes salary, wages, and benefits for 2.9 staff.	\$210,000		\$210,000
Supplies and Materials- includes data processing supplies and materials, telephone expense and equipment.	\$ 20,000		\$ 20,000
Postage and Printing	\$ 15,000		\$15,000
Rent – (\$3,800 per F.T.E)	\$ 11,020		\$ 11,020
Purchased Services/Contractual Services – to provide for professional development to MDE staff.	\$ 185,000		\$ 185,000
Travel – provide for in-state and out-of-state travel based on Michigan rates.	\$30,000		\$30,000
Indirect costs- calculated at the approved MDE indirect cost rate of 3.7 percent.	\$ 20,100		\$ 20,100
TOTAL Year 3			\$563,120
Carry Forward to Year 4			\$ 19,122

MAKING READING FIRST IN MICHIGAN

<i>PLANNING, ADMINISTRATION AND REPORTING Year 4</i>	<i>ALLOCATION \$ 569,494</i>	<i>CARRY FORWARD \$19,122</i>	<i>TOTAL \$ 588,616</i>
<i>Budget Category</i>			
Reading Leadership Team Meetings – budget includes hotel, meals, travel and (quarterly meetings)	\$ 6,000		\$ 6,000
Reading First Management Team Meetings	\$ 6,000		\$ 6,000
Pre-service Course Alignment with SBRR & 5 Essential Components for teachers- ensure alignment with teacher certification tests, basic skills test, standards in tests distributed, and periodic review of teacher course work.	\$ 60,000		\$ 60,000
Michigan Department of Education Staff needs- budget includes salary, wages, and benefits for 2.9 staff.	\$210,000		\$210,000
Supplies and Materials- includes data processing supplies and materials, telephone expense and equipment.	\$ 20,000		\$ 20,000
Postage and Printing	\$ 15,000		\$15,000
Rent – (\$3,800 per F.T.E)	\$ 11,020		\$ 11,020
Purchased Services/Contractual Services – to provide for professional development to MDE staff.	\$ 185,000		\$ 185,000
Travel – provide for in-state and out-of-state travel based on Michigan rates.	\$30,000		\$30,000
Indirect costs- calculated at the approved MDE indirect cost rate of 3.7 percent.	\$ 20,100		\$ 20,100
TOTAL Year 4			\$563,120
Carry Forward to Year 5			\$ 25,496

MAKING READING FIRST IN MICHIGAN

<i>PLANNING, ADMINISTRATION AND REPORTING Year 5</i>	<i>ALLOCATION \$ 569,494</i>	<i>CARRY FORWARD \$25,496</i>	<i>TOTAL \$ 594,990</i>
<i>Budget Category</i>			
Reading Leadership Team Meetings – budget includes hotel, meals, and travel (quarterly meetings).	\$ 6,000		\$ 6,000
Reading First Management Team Meetings	\$ 6,000		\$ 6,000
Pre-service Course Alignment with SBRR & 5 Essential Components for teachers- ensure alignment with teacher certification tests, basic skills test, standards in tests distributed, and periodic review of teacher course work.	\$ 60,000		\$ 60,000
Michigan Department of Education Staff needs- budget includes salary, wages, and benefits for 2.9 staff.	\$210,000		\$210,000
Supplies and Materials- includes data processing supplies and materials, telephone expense and equipment.	\$ 20,000		\$ 20,000
Postage and Printing	\$ 15,000		\$15,000
Rent – (\$3,800 per F.T.E)	\$ 11,020		\$ 11,020
Purchased Services/Contractual Services – to provide for professional development to MDE staff.	\$ 125,000		\$ 125,000
Travel – provide for in-state and out-of-state travel based on Michigan rates.	\$30,000		\$30,000
Indirect costs- calculated at the approved MDE indirect cost rate of 3.7 percent.	\$ 20,100		\$ 20,100
TOTAL Year 5			\$503,120
Carry Forward to Year 6			\$ 91,870

MAKING READING FIRST IN MICHIGAN

<i>PLANNING, ADMINISTRATION AND REPORTING Year 6</i>	<i>ALLOCATION \$ 569,494</i>	<i>CARRY FORWARD \$91,870</i>	<i>TOTAL \$ 661,364</i>
<i>Budget Category</i>			
Reading Leadership Team Meetings – budget includes hotel, meals, and travel (quarterly meetings).	\$ 6,000		\$ 6,000
Reading First Management Team Meetings	\$ 6,000		\$ 6,000
Pre-service Course Alignment with SBRR & 5 Essential Components for teachers- ensure alignment with teacher certification tests, basic skills test, standards in tests distributed, and periodic review of teacher course work.	\$ 60,000		\$ 60,000
Michigan Department of Education Staff needs- budget includes salary, wages, and benefits for 2.9 staff.	\$210,000		\$210,000
Supplies and Materials- includes data processing supplies and materials, telephone expense and equipment.	\$ 20,000		\$ 20,000
Postage and Printing	\$ 15,000		\$15,000
Rent – (\$3,800 per F.T.E)	\$ 11,020		\$ 11,020
Purchased Services/Contractual Services – to provide for professional development to MDE staff.	\$ 125,000		\$ 125,000
Travel – provide for in-state and out-of-state travel based on Michigan rates.	\$30,000		\$30,000
Indirect costs- calculated at the approved MDE indirect cost rate of 3.7 percent.	\$ 20,100		\$ 20,100
TOTAL Year 6			\$503,120
Carry Forward to Year 7			\$ 158,244

MAKING READING FIRST IN MICHIGAN

TECHNICAL ASSISTANCE YEAR 1 50 buildings funded	ALLOCATION \$1,423,685	CARRY FORWARD	TOTAL \$1,423,685
Budgetary Category			
Evaluation of L.E.A.'s progress (U. of M. sole source).	\$ 315,000		\$ 315,000
Equipment – to be used in the classroom, meetings, etc. by teachers and coaches (digital and video cameras.	\$ 10,000		\$ 10,000
Reading First Facilitators – budget includes salaries, wages and benefits.	\$ 350,000		\$ 350,000
Technical Assistance Training-statewide (approx. 150-200 participants.	\$100,000		100,000
Travel – reimbursement at state rates for work related travel	\$ 50,000		\$ 50,000
Standard Expenses – supplies, materials, operating expenses associated with each position.	\$ 50,000		\$ 50,000
Printing and Postage – for providing technical assistance to districts.	\$ 8,000		\$ 8,000
Website – development and maintenance of Reading First website.	\$ 175,000		\$ 175,000
Technical Support – salaries, benefits, for one support person, and the purchase of a compact disc “colleague in the classroom” produced by Sopris West, to be used in subsequent years.	\$75,000		\$ 75,000
Indirect costs- calculated at the approved Michigan DOE indirect cost of 3.7 percent.	\$ 41,921		\$ 41,921
TOTAL Year 1			\$1,174,921
Carry Forward to Year 2			\$ 248,764

MAKING READING FIRST IN MICHIGAN

TECHNICAL ASSISTANCE YEAR 2 25 additional buildings funded plus 50 buildings from year 1	ALLOCATION \$1,423,685	CARRY FORWARD \$248,764	TOTAL \$1,672,449
Budgetary Category			
Evaluation of L.E.A.'s progress (U. of M. sole source).	\$ 315,000		\$ 315,000
Equipment – to be used in the classroom, meetings, etc. by teachers and coaches.	\$ 10,000		\$ 10,000
Reading First Facilitators – budget includes salaries, wages and benefits	\$ 525,000		\$ 525,000
Technical Assistance Training (approx. 75-100 participants)	\$ 50,000		\$ 50,000
Travel – reimbursement at state rates for work related travel.	\$ 75,000		\$ 75,000
Standard Expenses – supplies, materials, postages, operating expenses associated with each position.	\$ 75,000		\$ 75,000
Printing and Postage –providing assistance to districts.	\$ 10,000		\$ 10,000
Website –maintenance of Reading First website.	\$ 25,000		\$ 25,000
Technical Support – salaries, benefits, for one support person.	\$75,000		\$ 75,000
Indirect costs - calculated at the approved Michigan DOE indirect cost of 3.7 percent	\$ 42,920		\$ 42,920
TOTAL Year 2			\$1,202,920
Carry Forward to Year 3			\$ 469,529

MAKING READING FIRST IN MICHIGAN

TECHNICAL ASSISTANCE YEAR 3 75 buildings funded	ALLOCATION \$1,423,685	CARRY FORWARD \$469,529	TOTAL \$1,893,214
Budgetary Category			
Evaluation of L.E.A.'s progress (U. of M. sole source).	\$ 315,000		\$ 315,000
Equipment – to be used in the classroom, meetings, etc. by teachers and coach	\$ 10,000		\$ 10,000
Reading First Facilitators – budget includes salaries, wages and benefits	\$ 525,000		\$ 525,000
Travel – reimbursement at state rates for work related travel	\$ 75,000		\$ 75,000
Standard Expenses – supplies, materials, postages, operating expenses associated with each position.	\$ 75,000		\$ 75,000
Printing and Postage –providing assistance to districts.	\$ 10,000		\$ 10,000
Website –maintenance of Reading First website.	\$ 25,000		\$ 25,000
Technical Support – salaries, benefits, for one support person.	\$75,000		\$ 75,000
Indirect costs - calculated at the approved Michigan DOE indirect cost of 3.7 percent	\$ 41,070		\$ 41,070
TOTAL Year 3			\$1,151,070
Carry Forward to Year 4			\$ 742,144

MAKING READING FIRST IN MICHIGAN

TECHNICAL ASSISTANCE YEAR 4 50 additional buildings being funded plus 75 funded previous year.	ALLOCATION \$1,423,685	CARRY FORWARD \$742,144	TOTAL \$2,165,829
Budgetary Category			
Evaluation of L.E.A.'s progress (U. of M. sole source).	\$ 315,000		\$ 315,000
Equipment – to be used in the classroom, meetings, etc. by teachers and coach	\$ 10,000		\$ 10,000
Reading First Facilitators – budget includes salaries, wages and benefits	\$ 875,000		\$ 875,000
Technical Assistance Training –(approx. 150 participants)	\$ 100,000		\$ 100,000
Travel – reimbursement at state rates for work related travel.	\$ 100,000		\$ 100,000
Standard Expenses – supplies, materials, postages, operating expenses associated with each position.	\$ 75,000		\$ 75,000
Printing and Postage –providing assistance to districts.	\$ 12,000		\$ 12,000
Website – maintenance of Reading First website.	\$ 25,000		\$ 25,000
Technical Support – salaries, benefits, for one support person.	\$75,000		\$ 75,000
Indirect costs - calculated at the approved Michigan DOE indirect cost of 3.7 percent	\$ 54,094		\$ 58,719
TOTAL Year 4			\$1,645,719
Carry Forward to Year 5			\$ 520,110

MAKING READING FIRST IN MICHIGAN

<i>TECHNICAL ASSISTANCE YEAR 5</i>	<i>ALLOCATION \$1,423,685</i>	<i>CARRY FORWARD \$520,110</i>	<i>TOTAL \$1,943,795</i>
<i>Budgetary Category</i>			
Evaluation of L.E.A.'s progress (U. of M. sole source).	\$ 315,000		\$ 315,000
Equipment – to be used in the classroom, meetings, etc. by teachers and coaches.	\$ 10,000		\$ 10,000
Reading First Facilitators – budget includes salaries, wages and benefits	\$ 875,000		\$ 875,000
Travel – reimbursement at state rates for work related travel.	\$ 100,000		\$ 100,000
Standard Expenses – supplies, materials, postages, operating expenses associated with each position.	\$ 75,000		\$ 75,000
Printing and Postage –providing assistance to districts.	\$ 12,000		\$ 12,000
Website –maintenance of Reading First website.	\$ 25,000		\$ 25,000
Technical Support – salaries, benefits, for one support person.	\$75,000		\$ 75,000
Indirect costs - calculated at the approved Michigan DOE indirect cost of 3.7 percent	\$ 57,091		\$ 55,019
TOTAL Year 5			\$1,542,019
Carry Forward to Year 6			\$ 401,776

MAKING READING FIRST IN MICHIGAN

<i>TECHNICAL ASSISTANCE YEAR 6</i>	<i>ALLOCATION \$1,423,685</i>	<i>CARRY FORWARD \$401,776</i>	<i>TOTAL \$1,825,461</i>
<i>Budgetary Category</i>			
Evaluation of L.E.A.'s progress (U. of M. sole source).	\$ 315,000		\$ 315,000
Equipment – to be used in the classroom, meetings, etc. by teachers and coach	\$ 10,000		\$ 10,000
Reading First Facilitators – budget includes salaries, wages and benefits	\$ 875,000		\$ 875,000
Travel – reimbursement at state rates for work related travel.	\$ 100,000		\$ 100,000
Standard Expenses – supplies, materials, postages, operating expenses associated with each position.	\$ 75,000		\$ 75,000
Printing and Postage –providing assistance to districts.	\$ 12,000		\$ 12,000
Website –. maintenance of Reading First website.	\$ 25,000		\$ 25,000
Technical Support – salaries, benefits, for one support person.	\$75,000		\$ 75,000
Indirect costs- calculated at the approved Michigan DOE indirect cost of 3.7 percent	\$ 57,091		\$ 55,019
TOTAL Year 6			\$1,542,019
Carry Forward to Year 7			\$ 283,442

STATE REPORTING AND EVALUATION

How will Michigan evaluate the progress of participating LEA's in improving reading achievement?

The Michigan Reading First Management Team will establish a system of monitoring and support for the Reading First schools through regular collaborative meetings and on-site visits by the Reading First Management Team and Reading First Facilitators. Data gathering tools for assessment compliance with implementation and progress in achieving the goals of the program include the teacher survey, structure on-site observations, student performance and assessment data. The Michigan Reading First Management Team will collect evidence through on-site visits, logs, assessment data reports, that demonstrates the progress and success of implementing all of these characteristics. To facilitate the implementation and monitor the progress, the Reading First Facilitators, Reading First Literacy Coaches, and administrators of the Reading First schools and LEAs will participate in the collection of data and report their findings to the Michigan Reading First Management Team.

Regional Literacy Training Center trainers will conduct follow-up visits within the non-Reading First schools to determine level and progress of implementation. Documentation tools to be developed by the Michigan Reading First Management Team and utilized uniformly in the data collection process instruments include the Teacher Survey, interviews, observation guides, standardized reading test results, DIBELS information, and other assessment information.

How will Michigan use evaluation data to make decisions about continuation funding to LEAs?

The 2002-2003 Reading First grants are expected to be the first year of a three-year cycle of funding, pending continued appropriations. Applicants will describe a **three-year project**, but provide a formal budget only for the FY 2002 funds. Projects reporting a successful first year will be asked to provide a continuation application and budget for the second year. LEAs will be required to detail how they spent year one funds in a year-end report, and will continue to detail all expenditures in budget proposals for subsequent years. All grant recipients who receive \$300,000 or more in federal funds from all sources are required to have an audit performed in compliance with the Single Audit Act. (*Effective November 1996.*)

The reports from the University of Michigan data collection will be presented to the Michigan Reading First Management Team and the Michigan Reading Leadership Team

MAKING READING FIRST IN MICHIGAN

for review and discussion. Decisions about continuation and discontinuation of funding to RF schools will be based on the school building's performance. Schools that, despite the resources provided by Reading First, do not show improvement will be discontinued from the project. Furthermore, schools that are not in compliance with the agreements of the Reading First application, the assurances, and the timely completion of data collections will be discontinued.

How will Michigan meet all of its Reading First reporting requirements?

The Michigan Reading First Management Team will meet monthly to review progress of implementation of the Reading First activities. A timeline and monitoring of activities document will be maintained by the Reading First building Literacy Coaches, the Reading First Facilitators, and the Michigan Department of Education Reading First personnel. The RF school buildings implementation activities will be monitored and documented by the RF Facilitators and presented to the Michigan Reading First Management Team monthly and reviewed. The UM data and evaluation report will be received by the Michigan Reading First Management Team in June of each year. The report will be analyzed for progress in the RF school buildings and the information shared with the Michigan Leadership Team. Reports will be available to the Reading First LEAs and the Reading First school buildings regarding progress including reduction in the number of students in grades K-3 reading below grade level; the percentage of students reading at or above grade level and the amount of change from the baseline data; with data disaggregated to provide information about the performance of students by major race/ethnicity; students who are economically disadvantaged, students with disabilities, and Limited English Proficient students. Attention will be paid to Reading First LEAs and schools making the largest gains in reading achievement.

How will Michigan and the Reading First LEAs participate in the national evaluation of the Reading First program?

Michigan will comply with its assurance to participate in the national evaluation of Reading First. LEAs receiving Reading First funds also are required to comply with the assurance to participate in the national evaluation of Reading First as stipulated in the subgrant application process.

CLASSROOM LEVEL IMPACT

What will Michigan's Reading First buildings look like?

Reading First school buildings will be a welcoming, literacy rich environment. Walls of the school will display students performance in literacy, children are eager to talk about books and to read to adults and peers, classrooms and libraries are replete with engaging reading materials of both narrative and expository texts, teachers are moving throughout the classrooms providing explicit instruction in the essential components of reading along with opportunities for students to practice their literacy skills in meaningful and engaging activities. The school extends to the community creating literacy networks with parents and caregivers to sustain and support students' literacy development. Extended learning opportunities are available through summer school, before and/or after school, literacy lunch bunch groups, volunteers and tutors, and family literacy programs. We also see meaningful homework starting with kindergarten with modest time expectations and building to third grade with homework requiring approximately half an hour. For kindergarten and first grade the homework can be as simple as being read to, with, or reading to a parent or caregiver and then having a conversation about the reading. At home, children watch fewer than three hours of television each day and are engaged in talking about their reading with family and friends at least on a weekly basis.

School libraries will have

- A qualified, knowledgeable librarian
- 20 books/child for school libraries
- Replace 2 books/child school libraries

Classroom libraries will have

- 7 books/child for classroom libraries
- Replace a book/child per classroom level
- A variety of reading materials including expository and narrative texts that are engaging and promote reading acceleration
- Time is well established for children to access to books either in the school library and/or classroom library.

What will Michigan's Reading First classrooms look like?

As a result of implementing scientifically based reading researched professional development; programs and materials; screening, diagnostic, and classroom based assessments, and careful monitoring by the school administrator, Literacy Coach, and the Reading First Facilitator, the following classroom characteristics will be evident in Michigan's Reading First classrooms:

1. KEY READING FIRST CLASSROOM CHARACTERISTICS

- a. High quality reading program based on scientifically based research
- b. Instructional content based on the 5 essential components of reading
 - phonemic awareness
 - phonics and word study
 - fluency
 - text comprehension
 - vocabulary
 - plus spelling and writing
- c. Coherent instructional design that includes:
 - Explicit instructional strategies
 - Coordinated instructional sequences
 - Ample practice opportunities
 - Aligned student materials
- d. Ongoing used of assessments that inform instructional decisions
- e. Protected, dedicated block of time (more than 90 minutes daily) for reading instruction
- f. Clear expectations for student reading achievement
- g. Clear strategies for monitoring progress
- h. Small group instruction, as appropriate, to meet students needs with flexibility of movement based on ongoing assessment
- i. Active student engagement in a variety of reading-based activities connected to the essential components of reading and to the academic goals
- j. Instruction designed to bring all children to grade level with appropriate, scientifically based intervention strategies aligned with classroom instruction for students not making sufficient progress.

The Michigan Reading First Management Team will collect evidence through on-site visits, logs, assessment data reports, that demonstrates the progress and success of implementing all of these characteristics. To facilitate the implementation and monitor the progress, the Reading First Facilitators, Reading First Literacy Coaches, and administrators of the Reading First schools and LEAs will participate in the collection of data and report their findings to the Michigan Reading First Management Team.

Are Michigan's Reading First activities founded on scientifically based reading research and integrated in a coherent manner?

Making Reading First in Michigan moves scientifically based reading research into the Reading First classroom reading instruction in a systematic, coherent plan that

1. Targets the LEAs and schools eligible for Reading First.
2. Assists the schools in identifying their needs through an audit included in the Reading First application.
3. Requiring the RF school buildings to select a comprehensive program and supplementary materials based on scientifically based reading research.
4. Requiring the RF school buildings to utilize the Iowa Test of Basic Skills, DIBELS as a classroom assessment tool, and select diagnostic tools
5. Data from the Iowa Test of Basic Skills and DIBELS will be analyzed and Used to monitor progress of Reading First schools, classrooms, and students
6. Professional development regarding LETRS and DIBELS provided to all K-3 and all K-12 special education teachers in Reading First school buildings and districts provides a shared understanding of the essential elements of literacy and effective instructional and assessment tools.
7. Professional development is supported and sustained through the Reading First Literacy Coach, the Reading First Facilitator and the Michigan Reading First Management Team.
8. Reading First Administrators at the building and district levels are supported and sustained in their roles as literacy leaders through the Administrators Leadership Academy.
9. Reading First is coordinated with the efforts of Title I and Michigan's professional preparation including the institutions of higher education involved in teacher education, the review of teacher standards for reading, the Basic Skills Test, and the Michigan Teacher Certification Test.
10. Reading First eligible districts have been encouraged to apply for Early Reading First and demonstrate coherence between pre-school and K-3 efforts.
11. By coordinating resources through 21st Century Schools, Class Size Reduction, Technology for Schools, and Title I, Reading First schools can rally resources that exponentially maximize student learning.
12. By building on a successful infrastructure, the Regional Literacy Training Centers will convey scientifically based reading research and effective reading instructional practices to non-Reading First schools.

Across the state, Michigan's efforts to build on and promote coordination including federal, state and local literacy programs will increase effectiveness, avoid duplication, and infuse the principles of scientifically based reading research into all programs.

Making Reading First in Michigan will create elementary learning communities focused on all children reading. Through a consistent vision and committed effort by all the people that provide instruction and learning support to all children and families served. *Making Reading First in Michigan* allows Michigan children to have teachers with a significant depth of understanding regarding literacy processes, assessments, and pedagogical knowledge. In Reading First school buildings, teachers are enthused about teaching, clearly articulate instructional practice, and regularly discuss literacy through analysis of student work, case studies, action research, shared stories, reflecting on their teaching practice, professional journals. Through this ongoing discourse, teachers deepen and extend their understanding about literacy and implement best practices derived from scientifically based reading research to create for children the instructional support network they deserve

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